



KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Warren County

Lori Morris, Principal
265 Lovers Lane
Bowling Green, KY 42103

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Briarwood is one of fourteen elementary schools in the Warren County District that serves approximately 14,000 students. Briarwood's school district includes government housing, apartment complexes, trailer parks, and international community, middle-class neighborhoods, and gated communities. We are a Title I school serving approximately 725 students in preschool through the 6th grade. Our school population has approximately 54% free and reduced lunch and 21% English Language Learners. Our ELL students come from 30 different countries across 5 continents. These are all unique features and special challenges of our school community.

There are 50 certified staff members at Briarwood. There are 28 homeroom teachers, 2 preschool teachers, 6 special education teachers, 3 speech teachers, 2 ELL teachers, 2 Title I teachers, 5 related arts teachers, 1 Curriculum Coordinator, 1 Guidance Counselor, 1 Family Resource Coordinator, 1 Assistant Principal, and 1 Principal. Briarwood also has 45 amazing support staff who are vital to the success of all of our programs.

Grade level PLC's meet weekly so teachers can work together to unpack Common Core Academic Standards, plan meaningful instructional units, create common assessments with mastery learning expectations. Once assessments are administered and scored, teachers analyze data and look for strengths and weaknesses trends. Students are provided remediation or enrichment based on test scores and class observations.

Parent involvement is very strong at Briarwood. Various forms of communication alert parents to our need for volunteers. Events such as choral performances, instrumental performances, musicals, Family Reading and Math Nights, Fall Festival, PTO Chili Supper/Ballgame, Talent Show, PTO meetings, and Book Fair activities are just a few of the many ways parents help make our students successful.

Our Family Resource Coordinator does an excellent job of bridging the gap between some of our low socio-economic homes and our school. Home visits are made routinely and resources are provided on a case by case basis.

School's Purpose

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

Briarwood's mission statement is "Building the Future- One Student at a Time!" This mission statement was developed based on input from all stakeholders through a school culture survey, our most recent TELL survey data, and the Leader in Me focus. Through the use of a variety of LIM activities and partnerships with our parents, local chamber of commerce, and other community members we work together in our quest for developing leaders and life-long learners.

Our vision continues to stress the importance of the individual child. We believe that it is important to know where a child is performing and what content has been mastered at any given time. We believe in pushing ALL students to reach their full potential. The overall goal of the teachers in the building is to take a student at the level we receive them and differentiate instruction so that each child is receiving what they need to grow and be successful. We try to alleviate any gaps that might exist in the foundational learning of each child.

With the strong implementation of our RTI system, we have been able to serve students in a more meaningful way based on their needs. Our RtI team and grade level teachers work collaboratively to meet the needs of our students. Through monthly data analysis, each student is looked at individually and then placed in Title I pullout groups or intervention groups taught by grade level teachers. Those students who score above grade level are provided enrichment activities to challenge their learning.

Our ELL staff consists of two certified teachers and 4 classified assistants who serve students in a language intensive classroom and in a collaboration setting. We have also added research-based computer programs to improve English language, literacy, academic vocabulary, and comprehension.

In addition, we offer enrichment classes each semester. Enrichment classes meet after school once per week and provide our students the opportunity to experience unique offerings in the arts, physical education, consumer education, etc.

Notable Achievements and Areas of Improvement

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

Briarwood students have always scored well on the state assessments. In the latest 2015 KPrep data, Briarwood was a Distinguished elementary school and ranked 114 out of 712 schools. Data analysis proves that the students have continuously improved over the last three years and continue to show mastery of the content standards. Transient students present a set of challenges and opportunities, but through using pre and post tests we are able to check the progress of a child at any point and time. Teachers are then able to provide instruction that will help move these students forward.

Although Briarwood's 96th percentile ranking in Kentucky and classification as a "Distinguished" school is much to be prof of, we also acknowledge that there is still room for improvement. All three of the Learners categories (Achievement, GAP, and Growth) improved from the previous two years. While we want to maintain these numbers, we also feel the need to increase of GAP score even higher. This year we will focus on staying out of the Focus Category with our GAP students.

Our Achievement Data indicated a definite need to improve our Math and Language Mechanics instruction. Our reading scores improved from the previous school year with now only 11.4% of our students scoring novice, as opposed to 13.9% in 2013-14. Since the GAP score is very critical to our success we acknowledge that those students, especially ELL students, need to improve in the Proficient/Distinguished category for reading. While targeting these students, we do not want to lose sight of our already high-performing groups. Making these improvements will help Briarwood reach it's combined Reading and Math Delivery target of 68.6 and overall Proficiency Target for all students of 77.6 for 2016.

Additional Information

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

Briarwood is a welcoming school that strives to provide a high level of learning for all students. Teachers participate in Professional Learning Communities to analyze formative and summative assessments. These discussions drive instruction to meet the needs of each individual learner. All students are screened for academic progress through the use universal assessments three times per year. From these data points, students receive either intervention or extension instruction which helps them to reach proficiency benchmarks and beyond.

2015-2016 Briarwood CSIP

Overview

Plan Name

2015-2016 Briarwood CSIP

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	To reach or exceed our 2016 AMO goal of 77.6 on our 2016 K-PREP assessment and improve differentiation within the classroom and close the achievement gap by raising our current score of 77.1 to 77.6	Objectives: 2 Strategies: 3 Activities: 11	Academic	\$131000
2	To cultivate a positive school culture as measured by results from the parent and staff surveys.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$53000
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.8% in 2015 to 51.9% in September 2016.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$200000
4	Increase the average combined reading and math K-Prep scores for all students from 63.1% to 68.6% in September 2016.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$200000
5	To reach or exceed our 2016 Kindergarten Readiness goal from 32.3 to 53.4 for state-funded preschool 4 year old students entering Kindergarten according to the Brigrance.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$5100

Goal 1: To reach or exceed our 2016 AMO goal of 77.6 on our 2016 K-PREP assessment and improve differentiation within the classroom and close the achievement gap by raising our current score of 77.1 to 77.6

Status	Progress Notes	Created On	Created By
N/A	Briarwood Elementary School exceeded the 2013 AMO of 64.6 by scoring a 65.0 on the 2013 K-Prep assessment. We made significant improvement in our non-duplicated gap scores from 34.9 in 2012 to 41.0 in 2013, falling just short of our goal of 41.4.	October 01, 2013	Mr. Jason C Kupchella

Measurable Objective 1:

100% of Economically Disadvantaged and English Learners students will demonstrate a proficiency score in Mathematics by 09/01/2016 as measured by 2016 KPREP assessment data.

Strategy 1:

Differentiation of instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will increase time spent engaged on the research-based technology program to enhance and increase mathematical abilities.	Technology	08/04/2015	12/16/2016	\$3000	Title III	All staff will provide support and monitor progress reports.

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/06/2014	05/31/2016	\$0	No Funding Required	Briarwood faculty and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on STAR and ACCESS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group Title I instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/04/2015	12/16/2016	\$0	No Funding Required	Briarwood faculty, Title I Staff, and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Staff, Principal, Assistant Principal, and Curriculum Coordinator will schedule professional development presenters and trainings in Math by Developing Curriculum Maps and Pacing Guides; ESL Collaboration in the Classroom; Differentiation: How Does it Work?; Development of Common and Formative Assessments; Digging into Content and Assessment; Using Technology in the Classroom: Google Docs/Google Classroom; and Community Outreach to Briarwood students.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Principal, Assistant Principal, and Curriculum Coordinator

Strategy 2:

Academic supports - We will continue to target at-risk students to strengthen skills and reach proficiency.

Category:

Research Cited: Studies have shown that providing at-risk students with supplemental instructional strategies can help them reach their potential.

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Activity - ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use two daytime ESS classified staff members to provide small group instruction and use Lexia and Dreambox computer-based programs.	Academic Support Program	10/01/2015	05/27/2016	\$7000	Title II Part A	Briarwood's faculty, staff, and administration

Activity - School-wide intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will continue to use Title I funds to hire additional staff to target at-risk students. These staff members will provide interventions to meet individual student needs in support of our Response to Intervention system.	Academic Support Program	08/04/2015	05/25/2016	\$116000	Title I Schoolwide	Title I staff members with the support of Briarwood's faculty and administration

Measurable Objective 2:

A 10% decrease of All Students will increase student growth to reduce the percentage of students scoring novice in Mathematics by 09/01/2016 as measured by according to the KPrep Assessment.

Strategy 1:

Differentiation of Instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Status	Progress Notes	Created On	Created By
N/A	Teachers provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction is tailored to meet the needs of individual students.	May 12, 2014	Mr. Jason C Kupchella

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Activity - Imagine Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LEP teachers meet daily in the computer lab to work with targeted LEP students. These students work on a computer program called Imagine Learning to improve their English language, literacy, academic vocabulary, and reading comprehension. All teachers are able to use the data given by Imagine Learning to target skills or concepts students are struggling with and develop a targeted plan for one-on-one or small group interventions.	Technology	10/08/2012	05/22/2014	\$3000	Title III	Our LEP teachers will be involved the most, however, all teachers will provide support.

Status	Progress Notes	Created On	Created By
In Progress	LEP teachers meet daily in the computer lab to work with targeted LEP students. These students work on a computer program called Imagine Learning to improve their English language, literacy, academic vocabulary, and reading comprehension. All teachers use the data given by Imagine Learning to target skills or concepts students are struggling with and develop a targeted plan for one-on-one or small group interventions.	May 12, 2014	Mr. Jason C Kupchella

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our district LEP coordinator will conduct the following professional developments for our faculty: "Help! These Students Cannot Speak English!" and "Differentiating Instruction and Assessment for EL Students". These trainings took place at faculty meetings on the following dates in 2013: January 23rd, February 20th, March 27th, May 1st, October 23rd, November 13th, and January 15th and February 12th in 2014. We also have a group of teachers who are implementing strategies from a professional development called Reading to Learn and Learning to Read last year sponsored by GRECC and another small group of teachers attending on-demand writing training during the 2012-2013 and 2013-2014 school years.	Professional Learning	01/23/2013	02/12/2014	\$2000	Other	Skip Cleavenger - Warren County LEP Coordinator, GRECC, and Briarwood's faculty.

Status	Progress Notes	Created On	Created By
Completed	Our district LEP coordinator conducted the following professional developments for our faculty: "Help! These Students Cannot Speak English!" and "Differentiating Instruction and Assessment for EL Students". A group of teachers who are implementing strategies from a professional development called Reading to Learn and Learning to Read.	May 12, 2014	Mr. Jason C Kupchella

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/08/2013	05/21/2014	\$0	No Funding Required	Briarwood faculty and administration

Status	Progress Notes	Created On	Created By
In Progress	Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	May 12, 2014	Mr. Jason C Kupchella

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on STAR, ACCESS and DIBELS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/08/2013	05/21/2014	\$0	No Funding Required	Briarwood faculty and administration

Status	Progress Notes	Created On	Created By
In Progress	Based on STAR, ACCESS and DIBELS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	May 12, 2014	Mr. Jason C Kupchella

Activity - Scoring Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment. Rubrics/scoring guides will be provided for long-term projects, extended response, and other authentic assignments.	Academic Support Program	12/01/2015	12/01/2016	\$0	No Funding Required	Briarwood Administration and Teachers

Goal 2: To cultivate a positive school culture as measured by results from the parent and staff surveys.

Status	Progress Notes	Created On	Created By
N/A	Activities to improve school culture have been completed or are currently in progress as part of the Leader in Me process.	May 12, 2014	Mr. Jason C Kupchella

Measurable Objective 1:

collaborate to develop leadership skills in our students and staff by 06/01/2016 as measured by by the Tell Survey..

Status	Progress Notes	Created On	Created By
Met	Briarwood was recognized as a Franklin Covey Lighthouse School on February 7, 2014.	May 12, 2014	Mr. Jason C Kupchella

Strategy 1:

Leader in Me - The 7 habits are being embedded in our curriculum, instruction, and all other activities.

Category:

Research Cited: The following link is a case study completed by Johns Hopkins University which supports the effectiveness of the Leader in Me:

http://www.theleaderinme.org/uploads/Documents/results/Johns_Hopkins_Cases.pdf

Status	Progress Notes	Created On	Created By
N/A	The 7 habits are consistently embedded in our curriculum, instruction, and all other activities.	May 12, 2014	Mr. Jason C Kupchella

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New certified and classified staff will visit other schools who are implementing the Leader in Me process. The purpose for the visits is to motivate all stakeholders and encourage them to bring back any ideas they feel will make Briarwood better.	Academic Support Program	08/04/2015	06/01/2016	\$1000	Other	Briarwood's faculty, staff, and administration

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Status	Progress Notes	Created On	Created By
In Progress	All certified staff and some classified staff members have visited other Leader in Me Schools to view their implementation of the process. In the spring of 2013, 6 staff members attended a Leadership Day at Stanton Elementary (A Lighthouse School) in St. Louis, Missouri. This year, 6 staff members went to Decatur, Alabama to attend a Leadership Day of a Lighthouse School on December 4th, 2013. Finally, we sent 19 staff members to attend Bowling Green's Leader in Me Symposium in March of 2014.	May 12, 2014	Mr. Jason C Kupchella

Activity - Lighthouse Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our Lighthouse teams will guide the Leader in Me process.	Academic Support Program	08/06/2015	05/27/2016	\$0	No Funding Required	Briarwood's faculty, staff, administration, and students.

Status	Progress Notes	Created On	Created By
In Progress	Our Student Lighthouse Team and our Faculty Lighthouse Team meets on a monthly basis. As a result of their actions, Briarwood Elementary School was named a Lighthouse School by the Franklin Covey organization in February of 2014.	May 12, 2014	Mr. Jason C Kupchella

Activity - Parent Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will have an annual Leader in Me Parent Night in conjunction with Math Night to inform parents about the Leader in Me process happening at Briarwood.	Community Engagement	01/21/2016	05/25/2016	\$200	Other	Briarwood's faculty, staff, administration, parents, and students

Status	Progress Notes	Created On	Created By
In Progress	This year, our Leader in Me Parent Night was held on September 24, 2013. Student-led activities informed parents about Briarwood's Leader in Me process.	May 12, 2014	Mr. Jason C Kupchella

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Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District/school level trainers will conduct vision trainings for our faculty and staff throughout the school year and in the summer.	Professional Learning	08/04/2015	05/27/2016	\$50000	Other	Warren County District Office Staff, Briarwood's faculty, staff, and administration .

Status	Progress Notes	Created On	Created By
Completed	At this time, all staff members have completed all Leader in Me Professional Development. We will continue to train new staff as they are hired.	May 12, 2014	Mr. Jason C Kupchella

Activity - Recognition of Student Leaders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders of the Month are recognized at morning meeting. Other student leaders are recognized every two weeks to eat on the stage in our Leader's Lounge. One student per classroom is selected every two weeks for following our Guidelines for Success with Blue Slips. Finally, one primary classroom and one intermediate classroom is selected weekly to receive our Golden Shoe and Silver Spoon awards.	Academic Support Program	08/04/2015	06/01/2016	\$500	Other	Briarwood's faculty, staff, administration , and students

Status	Progress Notes	Created On	Created By
In Progress	Leaders of the Month are recognized at morning meeting. Other student leaders are recognized every two weeks to eat on the stage in our Leader's Lounge. One student per classroom is selected every two weeks for following our Guidelines for Success. Finally, one primary classroom and one intermediate classroom is selected weekly to receive our Golden Shoe and Silver Spoon awards.	May 12, 2014	Mr. Jason C Kupchella

Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host Leadership Days where we invite other school members to tour the school and semester Leadership Luncheons where we invite community members to eat lunch with our student leaders.	Community Engagement	08/04/2015	05/27/2016	\$300	Other	Briarwood's faculty, staff, parents, and students

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Status	Progress Notes	Created On	Created By
In Progress	Briarwood Elementary has hosted Leadership Days in the fall and the spring, had quarterly Leadership Luncheons, and participated in the 2014 Leader in Me Symposium held in Bowling Green.	May 12, 2014	Mr. Jason C Kupchella

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers incorporate the 7 Habits into their daily lessons and our guidance counselor uses the Leader in Me Student Activity Guides in her lessons to support the Leader in Me process.	Academic Support Program	08/04/2015	06/01/2016	\$0	No Funding Required	Briarwood's faculty and administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers continue to incorporate the 7 Habits into their daily lessons and our guidance counselor uses the Leader in Me Student Activity Guides in her lessons to support the Leader in Me process.	May 12, 2014	Mr. Jason C Kupchella

Activity - Leader in Me website	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Leader in Me website to access resources for lesson planning, assessment preparation, and instruction.	Academic Support Program	08/04/2015	05/27/2016	\$1000	Other	Briarwood's faculty and administration

Status	Progress Notes	Created On	Created By
In Progress	Teachers use the Leader in Me website to access resources (videos, lesson plans, learning tools, and share ideas through the blog) for planning, assessment preparation, and instruction.	May 12, 2014	Mr. Jason C Kupchella

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.8% in 2015 to 51.9% in September 2016.

Status	Progress Notes	Created On	Created By
N/A	Briarwood implements research-based strategies during core and RTI Reading and Math to increase student performance.	May 12, 2014	Mr. Jason C Kupchella

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 45.8% to 51.9% by 09/01/2015 as measured by the K-PREP assessment..

Status	Progress Notes	Created On	Created By
Not Met	Weekly PLCs allow for collaboration among classroom teachers, special education, ESL, Title I, and administration. We will determine if this objective has been met with the release of 2014 K-Prep data in the fall.	May 12, 2014	Mr. Jason C Kupchella

Strategy 1:

Math and Reading - Students will receive math and reading instruction at their present level of performance and will be pushed to reach their highest potential.

Category:

Status	Progress Notes	Created On	Created By
N/A	Teachers use common assessment and STAR data to flexibly group students to provide instruction at their present level allowing them to reach their highest potential.	May 12, 2014	Mr. Jason C Kupchella

Activity - Core Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2015	12/01/2016	\$100000	General Fund	Briarwood faculty and administration

Status	Progress Notes	Created On	Created By
In Progress	Students receive 60-90 minutes of uninterrupted instruction in Math and Reading in the regular classroom setting.	May 12, 2014	Mr. Jason C Kupchella

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/04/2015	12/01/2016	\$100000	General Fund	Briarwood faculty and administration

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Status	Progress Notes	Created On	Created By
In Progress	Students receive an extra 30 minutes of instruction in both math and reading at their appropriate level. This occurs in the regular classroom setting or in small pull-out groups.	May 12, 2014	Mr. Jason C Kupchella

Activity - Monthly Child Study Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Child Study Teams will meet monthly to analyze STAR data. Administration, Title I staff, resource teachers, homeroom teachers, and district personnel will discuss all students falling below the district benchmark to evaluate academic and behavior plans.	Academic Support Program	08/04/2015	12/16/2016	\$0	No Funding Required	Briarwood Administration , Title I staff, resource teachers, homeroom teachers, and district personnel

Activity - ESL/Special Education Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESL and Special Education teachers will collaborate with grade-level Professional Learning Communities at least once per month to provide resources and give feedback about GAP group students.	Professional Learning	08/04/2015	12/01/2016	\$0	No Funding Required	Administration , ESL staff, resource teachers, homeroom teachers

Goal 4: Increase the average combined reading and math K-Prep scores for all students from 63.1% to 68.6% in September 2016.

Status	Progress Notes	Created On	Created By
N/A	Briarwood implements research-based strategies during core and RTI Reading and Math to increase student performance.	May 12, 2014	Mr. Jason C Kupchella

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Measurable Objective 1:

collaborate to increase the overall reading and math proficiency score for all students from 63.1 to 68.6 by 09/01/2016 as measured by the K-PREP assessment..

Status	Progress Notes	Created On	Created By
Not Met	Weekly PLCs allow for collaboration among classroom teachers, special education, ESL, Title I, and administration. We will determine if this objective has been met with the release of 2014 K-Prep data in the fall.	May 12, 2014	Mr. Jason C Kupchella

Strategy 1:

Math and Reading - Students will receive math and reading instruction at their present level of performance and will be pushed to reach their highest potential.

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Teachers use common assessment and STAR data to flexibly group students to provide instruction at their present level allowing them to reach their highest potential.	May 12, 2014	Mr. Jason C Kupchella

Activity - Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2014	12/01/2015	\$100000	General Fund	Briarwood faculty and administration

Status	Progress Notes	Created On	Created By
In Progress	Students receive 60-90 minutes of uninterrupted instruction in Math and Reading in the regular classroom setting.	May 12, 2014	Mr. Jason C Kupchella

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/10/2015	12/01/2016	\$100000	General Fund	Briarwood faculty and administration

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Status	Progress Notes	Created On	Created By
In Progress	Students receive an extra 30 minutes of instruction in both math and reading at their appropriate level. This occurs in the regular classroom setting or in small pull-out groups.	May 12, 2014	Mr. Jason C Kupchella

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities will focus on the development of common formative and summative assessments that are aligned with Kentucky's Common Core Standards. Focus will be on the on-demand, extended response, short answer, and their associated scoring guides (job-embedded, weekly PLC, release time, professional development).	Academic Support Program	08/03/2015	12/01/2016	\$0	No Funding Required	Briarwood administration and teachers

Activity - Scoring Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment and will be provided to the students. Rubrics/scoring guides will be provided for long-term projects, extended-response, and other authentic assignments.	Academic Support Program	08/03/2015	12/01/2016	\$0	No Funding Required	Briarwood Administration and Teachers

Activity - Analyzing student data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Communities will analyze both formative and summative data on a weekly basis, and will use the results to alter instruction. Data analysis will come from multiple assessments such as District Common Assessments in Reading and Math(Grade Cam), teacher-created common formatives, and authentic student writing. Student groups will be created based upon data results.	Academic Support Program	08/03/2015	12/01/2016	\$0	No Funding Required	Briarwood Teachers and Administration

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

Briarwood Elementary School

Train K-6 teachers on the different modes of writing and paragraph development. Speaking and listening activities will also be developed in those trainings.	Direct Instruction	08/03/2015	12/01/2016	\$0	No Funding Required	Curriculum Coordinator and Teachers
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Goal 5: To reach or exceed our 2016 Kindergarten Readiness goal from 32.3 to 53.4 for state-funded preschool 4 year old students entering Kindergarten according to the Brigrance.

Status	Progress Notes	Created On	Created By
N/A	Our regular education teachers, ESL teachers, special education teachers, and Title I teachers work collaboratively to differentiate instruction to close the achievement gap.	May 12, 2014	Mr. Jason C Kupchella

Measurable Objective 1:

50% of All Students will demonstrate a proficiency to be Kindergarten ready in English Language Arts by 10/01/2016 as measured by 2016 Brigrance data..

Status	Progress Notes	Created On	Created By
Not Met	2014 K-Prep assessment data, released in the fall of 2014, will determine the proficiency scores of EL students and economically disadvantaged students.	May 12, 2014	Mr. Jason C Kupchella

Strategy 1:

Kindergarten Readiness - Every kindergarten student will be given a screener at the start of the school year to determine their current level. This information will be used to provide instruction at their current level and help us move the students to reach their fullest potential.

Category: Early Learning

Status	Progress Notes	Created On	Created By
N/A	The Brigrance screener was administered to all kindergarten students and the beginning of the school year.	May 12, 2014	Mr. Jason C Kupchella

Activity - Brigrance Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

All kindergarten students will be asked to come to the school before the start of the year to be screened. Any student unable to attend before school starts will be given the screener during the first week of school.	Other	07/20/2016	10/01/2016	\$2000	District Funding	Preschool and kindergarten teachers and aides and administrators
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Status	Progress Notes	Created On	Created By
Completed	All kindergarten students were asked to come to the school before the start of the year to be screened. Any student who was unable to attend before school started was given the screener during the first week of school.	May 12, 2014	Mr. Jason C Kupchella

Activity - Kindergarten readiness worksheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our preschool teachers give their students a kindergarten readiness packet in January. These packets are provided to let the parent know how close their child is to being ready for kindergarten. This provides the families an opportunity to work with their children on any weaknesses before the start of the new school year.	Other	01/01/2016	05/27/2016	\$100	General Fund	Preschool teachers

Status	Progress Notes	Created On	Created By
Completed	Our preschool teachers gave their students a kindergarten readiness packet this year. These packets were provided to let the parent know how close their child is to being ready for kindergarten. This provides the families an opportunity to work with their children on any weaknesses before the start of the new school year.	May 12, 2014	Mr. Jason C Kupchella

Activity - Advertisement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At Briarwood and the district level, we use a variety of different methods to encourage families to register their children for preschool. We believe that if our families would take advantage of our preschool classrooms, we can better prepare their children for kindergarten. These methods include: Advertising on the local television station and in the newspaper, door hangers that are placed on doors throughout our district, flyers that are created and distributed around the city then sent home to families who may have preschool-aged children.	Other	01/01/2016	08/01/2016	\$1000	General Fund	Primary staff at the district and school level

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Briarwood Elementary School

Status	Progress Notes	Created On	Created By
Completed	At Briarwood and the district level, we used a variety of different methods to encourage families to register their children for preschool. We believe that if our families would take advantage of our preschool classrooms, we can better prepare their children for kindergarten. These methods included: Advertising on the local television station and in the newspaper, door hangers that are placed on doors throughout our district, flyers that were created and distributed around the city then sent home to families who may have preschool-aged children. We also hosted a kindergarten readiness night in the spring of 2014.	May 12, 2014	Mr. Jason C Kupchella

Activity - Preschool Transition Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten teachers will host a Kindergarten Readiness Night in the spring to inform parents and entering Kindergarten students in the fall of 2016 about expectations and readiness activities.	Parent Involvement	04/01/2016	08/01/2016	\$0	No Funding Required	Preschool Teachers, Kindergarten teachers, and administration

Activity - Launching into Learning Summer Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten students will be selected by teachers to attend a two week Summer Camp designed for students needing additional reading, math, and language support. Students not making benchmarks on the Preschool Brigance will be selected to attend.	Academic Support Program	04/01/2016	08/01/2016	\$2000	District Funding	Preschool and Kindergarten Teachers, Curriculum Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Advertisement	At Briarwood and the district level, we use a variety of different methods to encourage families to register their children for preschool. We believe that if our families would take advantage of our preschool classrooms, we can better prepare their children for kindergarten. These methods include: Advertising on the local television station and in the newspaper, door hangers that are placed on doors throughout our district, flyers that are created and distributed around the city then sent home to families who may have preschool-aged children.	Other	01/01/2016	08/01/2016	\$1000	Primary staff at the district and school level
Core	Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2014	12/01/2015	\$100000	Briarwood faculty and administration
Response to Intervention	Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/04/2015	12/01/2016	\$100000	Briarwood faculty and administration
Core Instruction	Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2015	12/01/2016	\$100000	Briarwood faculty and administration
RTI	Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/10/2015	12/01/2016	\$100000	Briarwood faculty and administration
Kindergarten readiness worksheets	Our preschool teachers give their students a kindergarten readiness packet in January. These packets are provided to let the parent know how close their child is to being ready for kindergarten. This provides the families an opportunity to work with their children on any weaknesses before the start of the new school year.	Other	01/01/2016	05/27/2016	\$100	Preschool teachers
Total					\$401100	

Title III

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dreambox	All students will increase time spent engaged on the research-based technology program to enhance and increase mathematical abilities.	Technology	08/04/2015	12/16/2016	\$3000	All staff will provide support and monitor progress reports.
Imagine Learning	LEP teachers meet daily in the computer lab to work with targeted LEP students. These students work on a computer program called Imagine Learning to improve their English language, literacy, academic vocabulary, and reading comprehension. All teachers are able to use the data given by Imagine Learning to target skills or concepts students are struggling with and develop a targeted plan for one-on-one or small group interventions.	Technology	10/08/2012	05/22/2014	\$3000	Our LEP teachers will be involved the most, however, all teachers will provide support.
Total					\$6000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader in Me website	Teachers will use the Leader in Me website to access resources for lesson planning, assessment preparation, and instruction.	Academic Support Program	08/04/2015	05/27/2016	\$1000	Briarwood's faculty and administration
Professional Development	Our district LEP coordinator will conduct the following professional developments for our faculty: "Help! These Students Cannot Speak English!" and "Differentiating Instruction and Assessment for EL Students". These trainings took place at faculty meetings on the following dates in 2013: January 23rd, February 20th, March 27th, May 1st, October 23rd, November 13th, and January 15th and February 12th in 2014. We also have a group of teachers who are implementing strategies from a professional development called Reading to Learn and Learning to Read last year sponsored by GRECC and another small group of teachers attending on-demand writing training during the 2012-2013 and 2013-2014 school years.	Professional Learning	01/23/2013	02/12/2014	\$2000	Skip Cleavenger - Warren County LEP Coordinator, GRECC, and Briarwood's faculty.
Community Involvement	Host Leadership Days where we invite other school members to tour the school and semester Leadership Luncheons where we invite community members to eat lunch with our student leaders.	Community Engagement	08/04/2015	05/27/2016	\$300	Briarwood's faculty, staff, parents, and students
Site Visits	New certified and classified staff will visit other schools who are implementing the Leader in Me process. The purpose for the visits is to motivate all stakeholders and encourage them to bring back any ideas they feel will make Briarwood better.	Academic Support Program	08/04/2015	06/01/2016	\$1000	Briarwood's faculty, staff, and administration

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Parent Night	We will have an annual Leader in Me Parent Night in conjunction with Math Night to inform parents about the Leader in Me process happening at Briarwood.	Community Engagement	01/21/2016	05/25/2016	\$200	Briarwood's faculty, staff, administration, parents, and students
Recognition of Student Leaders	Leaders of the Month are recognized at morning meeting. Other student leaders are recognized every two weeks to eat on the stage in our Leader's Lounge. One student per classroom is selected every two weeks for following our Guidelines for Success with Blue Slips. Finally, one primary classroom and one intermediate classroom is selected weekly to receive our Golden Shoe and Silver Spoon awards.	Academic Support Program	08/04/2015	06/01/2016	\$500	Briarwood's faculty, staff, administration, and students
Professional Development	District/school level trainers will conduct vision trainings for our faculty and staff throughout the school year and in the summer.	Professional Learning	08/04/2015	05/27/2016	\$50000	Warren County District Office Staff, Briarwood's faculty, staff, and administration
Total					\$55000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School-wide intervention	We will continue to use Title I funds to hire additional staff to target at-risk students. These staff members will provide interventions to meet individual student needs in support of our Response to Intervention system.	Academic Support Program	08/04/2015	05/25/2016	\$116000	Title I staff members with the support of Briarwood's faculty and administration
Total					\$116000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Response to Intervention	Based on STAR and ACCESS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group Title I instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/04/2015	12/16/2016	\$0	Briarwood faculty, Title I Staff, and administration

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Monthly Child Study Teams	Child Study Teams will meet monthly to analyze STAR data. Administration, Title I staff, resource teachers, homeroom teachers, and district personnel will discuss all students falling below the district benchmark to evaluate academic and behavior plans.	Academic Support Program	08/04/2015	12/16/2016	\$0	Briarwood Administration, Title I staff, resource teachers, homeroom teachers, and district personnel
Professional Learning Communities	Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/08/2013	05/21/2014	\$0	Briarwood faculty and administration
Professional Development	The Administrative Staff, Principal, Assistant Principal, and Curriculum Coordinator will schedule professional development presenters and trainings in Math by Developing Curriculum Maps and Pacing Guides; ESL Collaboration in the Classroom; Differentiation: How Does it Work?; Development of Common and Formative Assessments; Digging into Content and Assessment; Using Technology in the Classroom: Google Docs/Google Classroom; and Community Outreach to Briarwood students.	Professional Learning	01/04/2016	12/16/2016	\$0	Principal, Assistant Principal, and Curriculum Coordinator
Classroom Instruction	Teachers incorporate the 7 Habits into their daily lessons and our guidance counselor uses the Leader in Me Student Activity Guides in her lessons to support the Leader in Me process.	Academic Support Program	08/04/2015	06/01/2016	\$0	Briarwood's faculty and administration
Scoring Guides	The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment and will be provided to the students. Rubrics/scoring guides will be provided for long-term projects, extended-response, and other authentic assignments.	Academic Support Program	08/03/2015	12/01/2016	\$0	Briarwood Administration and Teachers
Preschool Transition Night	Preschool and Kindergarten teachers will host a Kindergarten Readiness Night in the spring to inform parents and entering Kindergarten students in the fall of 2016 about expectations and readiness activities.	Parent Involvement	04/01/2016	08/01/2016	\$0	Preschool Teachers, Kindergarten teachers, and administration
Professional Learning Communities	Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/06/2014	05/31/2016	\$0	Briarwood faculty and administration

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Professional Learning Communities	Professional Learning Communities will focus on the development of common formative and summative assessments that are aligned with Kentucky's Common Core Standards. Focus will be on the on-demand, extended response, short answer, and their associated scoring guides (job-embedded, weekly PLC, release time, professional development).	Academic Support Program	08/03/2015	12/01/2016	\$0	Briarwood administration and teachers
Response to Intervention	Based on STAR, ACCESS and DIBELS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/08/2013	05/21/2014	\$0	Briarwood faculty and administration
Analyzing student data	Professional Learning Communities will analyze both formative and summative data on a weekly basis, and will use the results to alter instruction. Data analysis will come from multiple assessments such as District Common Assessments in Reading and Math(Grade Cam), teacher-created common formatives, and authentic student writing. Student groups will be created based upon data results.	Academic Support Program	08/03/2015	12/01/2016	\$0	Briarwood Teachers and Administration
ESL/Special Education Collaboration	ESL and Special Education teachers will collaborate with grade-level Professional Learning Communities at least once per month to provide resources and give feedback about GAP group students.	Professional Learning	08/04/2015	12/01/2016	\$0	Administration , ESL staff, resource teachers, homeroom teachers
Lighthouse Teams	Our Lighthouse teams will guide the Leader in Me process.	Academic Support Program	08/06/2015	05/27/2016	\$0	Briarwood's faculty, staff, administration , and students.
Writing Trainings/Plan Development	Train K-6 teachers on the different modes of writing and paragraph development. Speaking and listening activities will also be developed in those trainings.	Direct Instruction	08/03/2015	12/01/2016	\$0	Curriculum Coordinator and Teachers
Scoring Guides	The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment. Rubrics/scoring guides will be provided for long-term projects, extended response, and other authentic assignments.	Academic Support Program	12/01/2015	12/01/2016	\$0	Briarwood Administration and Teachers
Total					\$0	

District Funding

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

Briarwood Elementary School

Brigance Screener	All kindergarten students will be asked to come to the school before the start of the year to be screened. Any student unable to attend before school starts will be given the screener during the first week of school.	Other	07/20/2016	10/01/2016	\$2000	Preschool and kindergarten teachers and aides and administrators .
Launching into Learning Summer Camp	Preschool and Kindergarten students will be selected by teachers to attend a two week Summer Camp designed for students needing additional reading, math, and language support. Students not making benchmarks on the Preschool Brigance will be selected to attend.	Academic Support Program	04/01/2016	08/01/2016	\$2000	Preschool and Kindergarten Teachers, Curriculum Coordinator
Total					\$4000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS	We will use two daytime ESS classified staff members to provide small group instruction and use Lexia and Dreambox computer-based programs.	Academic Support Program	10/01/2015	05/27/2016	\$7000	Briarwood's faculty, staff, and administration
Total					\$7000	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

How do we increase scores to close the achievement gap in reading and math? What support is needed to our GAP group in order to maintain staying out of the "Focus" label this year? What are the appropriate actions to foster growth in all students?

GAP Data;

While analyzing our Achievement Data, we are also presented with an invaluable amount of data concerning students falling into our GAP groups. These students include those receiving free/reduced lunch, students with disabilities, and/or those with Limited English Proficiency. The GAP group scored 50.8% proficient/distinguished in Reading, 40.8% in Math, 55.8% in Social Studies, 48.9% in Writing, and 44.8% in Language Mechanics.

The delivery targets inform us of our goals for this school year in regard to achievement and gap groups. This information does not give us a specific plan on how to increase our scores. However, data from our universal screener and common formative and summative assessments provide important information. These data sources indicate whether instructional practices as meeting the needs of all students, especially in our GAP group. Using this data, we will create goals and activities to produce effective results.

Areas of Strengths

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

Our areas of strength include the most recent Reading, Social Studies, Writing, and Language Mechanics KPrep scores. In these areas we achieved Reading-84.4, Social Studies-94.7, On-Demand Writing-80.3, and Language Mechanics-82.8. These scores helped us to become a Distinguished school based upon total achievement scores. Our students are performing exceptionally well towards college and career readiness standards. They will be well prepared for high school and beyond.

At Briarwood, we celebrate that we received a "Distinguished" classification on the 2014-2015 K-Prep Assessment. We had an overall score of 77.1 which placed us in the 96th percentile in the state of Kentucky. Our greatest strength was in Social Studies and Reading with 74.5% and 65.9% proficient/distinguished. Our GAP score for Reading improved 6% from the 2013-2014 KPrep Assessment to this current year.

In addition, a targeted group of gifted and talented students are participating in Warren County's 212 Academy. This opportunity provides students enrichment in the areas of science, technology, engineering, art, and mathematics. It is our hope that this will ensure growth in our high performing students as well.

We continue to provide teachers with time weekly to engage in Professional Learning Communities. These discussions are centered around student learning through the use of formative and summative assessments. Teachers analyze the data and adjust their instruction to meet the needs of individual students.

Opportunities for Improvement

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

Although Briarwood's 96th percentile ranking in Kentucky and classification as a "Distinguished" school is much to be proud of, we also acknowledge that there is still room for improvement overall. In addition, our greatest need for improvement is to ensure that our GAP group maintains and improves their achievement scores to keep us out of the "Focus School" category for two consecutive years.

The Achievement Data revealed an improvement is needed in Math as 39.8% of our students scored Novice or Apprentice. The majority scoring at that level are students from our GAP group, particularly LEP students. Since the GAP score is calculated based on the number of Proficient and Distinguished students, with no points awarded for Novice and Apprentice, it is essential that we focus on moving these students into the Proficient/Distinguished levels. While targeting this GAP group, we do not want to lose sight that we must also show growth for already high-performing students. Making these improvements will help Briarwood reach its combined reading and math GAP Delivery Target of 68.6 and overall Proficiency Delivery Target of 77.6 for 2015-2016.

Briarwood is making plans to improve Math scores through multiple avenues. First, grade level PLC's will continue weekly so teachers may work together to unpack Common Core Standards, plan meaningful instructional units, create common assessments, and build awareness of mastery. Once assessments are administered, teachers will provide feedback and make instructional changes to accommodate learning needs. Students will receive either intervention or enrichment depending on individual needs. Needs of students in our GAP group are directly addressed through collaboration with ESL and Special Education teachers attending the PLC's and data team meetings.

STAR Enterprise is used as a norm-referenced diagnostic assessment for Reading and Math. In addition to the District Common Assessments, STAR data is being used to identify students needing urgent intervention, moderate, or minimal resources. Data-driven decisions from these results are being made to serve students in RTI classes. Response to Intervention (RTI) time is built into the school's master schedule for all grade levels. Each one receives 30 minutes of Reading and 30 minutes of Math Intervention five times per week. Title I certified teachers and instructional assistants instruct students showing a need for varied interventions in small or individual settings (Tier 2 and Tier 3). Classroom teachers strengthen core skills for those on level, and through collaboration with the gifted and talented teacher, provide enrichment for above level students during this time (Tier 1). Progress monitoring using STAR data for Tier 2 students is conducted monthly, with adjustments to interventions and instruction being made as necessary. Tier 3 students are monitored every 2 weeks, allowing for modifications to instruction to occur more frequently. Data Teams meet monthly to discuss progress and make change to intervention plans, if needed.

Another plan Briarwood is implementing in order to improve student math performance, is an ESS daytime waiver and before school program. Students in grades K-3 are provided in school instruction in the areas of reading and math during the school day. Students in grades 3-6 are provided opportunities for before school instruction to improve math fluency and number sense. Teachers create mini lessons to focus on core skills needing remediation based upon assessment data. In addition, students work with computer programs such as Dreambox and Lexia which are correlated with Common Core Standards. Our GAP group students are targeted for additional instruction using the computerized program, Imagine Learning. It is designed to improve language and literacy skills. Students meet each morning under the guidance of ESL teachers to receive instruction with fidelity.

Conclusion

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

Overall, we are extremely pleased and proud of our distinguished rating on the most current KPrep administration. Our plan to address the GAP group and continue to excel towards proficiency is intensive. Briarwood faculty, staff, and administrators are committed to taking the steps necessary to address our areas of concern and dedicate the time and resources to moving our students forward.

Our next steps include:

1. Professional Learning Communities will refine the data analysis process in order to have a laser like focus on student achievement and growth.
2. Flexibly grouping students based upon pre-assessment and formative data for both core and intervention classes.
3. Targeting students based upon KPrep and STAR data with additional support in Title I, Rtl, and ESS.
4. Provide additional professional development and feedback to teachers about areas of strength and ways to improve math instruction.

KDE Compliance and Accountability - Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

To reach or exceed our 2016 AMO goal of 77.6 on our 2016 K-PREP assessment and improve differentiation within the classroom and close the achievement gap by raising our current score of 77.1 to 77.6

Measurable Objective 1:

100% of Economically Disadvantaged and English Learners students will demonstrate a proficiency score in Mathematics by 09/01/2016 as measured by 2016 KPREP assessment data.

Strategy1:

Academic supports - We will continue to target at-risk students to strengthen skills and reach proficiency.

Category:

Research Cited: Studies have shown that providing at-risk students with supplemental instructional strategies can help them reach their potential.

Activity - School-wide intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to use Title I funds to hire additional staff to target at-risk students. These staff members will provide interventions to meet individual student needs in support of our Response to Intervention system.	Academic Support Program	08/04/2015	05/25/2016	\$116000 - Title I Schoolwide	Title I staff members with the support of Briarwood's faculty and administration

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use two daytime ESS classified staff members to provide small group instruction and use Lexia and Dreambox computer-based programs.	Academic Support Program	10/01/2015	05/27/2016	\$7000 - Title II Part A	Briarwood's faculty, staff, and administration

Strategy2:

Differentiation of instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Staff, Principal, Assistant Principal, and Curriculum Coordinator will schedule professional development presenters and trainings in Math by Developing Curriculum Maps and Pacing Guides; ESL Collaboration in the Classroom; Differentiation: How Does it Work?; Development of Common and Formative Assessments; Digging into Content and Assessment; Using Technology in the Classroom: Google Docs/Google Classroom; and Community Outreach to Briarwood students.	Professional Learning	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, and Curriculum Coordinator

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will increase time spent engaged on the research-based technology program to enhance and increase mathematical abilities.	Technology	08/04/2015	12/16/2016	\$3000 - Title III	All staff will provide support and monitor progress reports.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR and ACCESS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group Title I instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/04/2015	12/16/2016	\$0 - No Funding Required	Briarwood faculty, Title I Staff, and administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/06/2014	05/31/2016	\$0 - No Funding Required	Briarwood faculty and administration

Measurable Objective 2:

A 10% decrease of All Students will increase student growth to reduce the percentage of students scoring novice in Mathematics by 09/01/2016 as measured by according to the KPrep Assessment.

Strategy1:

Differentiation of Instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching

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that advocates active planning for student differences in classrooms.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR, ACCESS and DIBELS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/08/2013	05/21/2014	\$0 - No Funding Required	Briarwood faculty and administration

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEP teachers meet daily in the computer lab to work with targeted LEP students. These students work on a computer program called Imagine Learning to improve their English language, literacy, academic vocabulary, and reading comprehension. All teachers are able to use the data given by Imagine Learning to target skills or concepts students are struggling with and develop a targeted plan for one-on-one or small group interventions.	Technology	10/08/2012	05/22/2014	\$3000 - Title III	Our LEP teachers will be involved the most, however, all teachers will provide support.

Activity - Scoring Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment. Rubrics/scoring guides will be provided for long-term projects, extended response, and other authentic assignments.	Academic Support Program	12/01/2015	12/01/2016	\$0 - No Funding Required	Briarwood Administration and Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/08/2013	05/21/2014	\$0 - No Funding Required	Briarwood faculty and administration

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district LEP coordinator will conduct the following professional developments for our faculty: "Help! These Students Cannot Speak English!" and "Differentiating Instruction and Assessment for EL Students". These trainings took place at faculty meetings on the following dates in 2013: January 23rd, February 20th, March 27th, May 1st, October 23rd, November 13th, and January 15th and February 12th in 2014. We also have a group of teachers who are implementing strategies from a professional development called Reading to Learn and Learning to Read last year sponsored by GRECC and another small group of teachers attending on-demand writing training during the 2012-2013 and 2013-2014 school years.	Professional Learning	01/23/2013	02/12/2014	\$2000 - Other	Skip Cleavenger - Warren County LEP Coordinator, GRECC, and Briarwood's faculty.

Goal 2:

To cultivate a positive school culture as measured by results from the parent and staff surveys.

Measurable Objective 1:

collaborate to develop leadership skills in our students and staff by 06/01/2016 as measured by by the Tell Survey..

Strategy1:

Leader in Me - The 7 habits are being embedded in our curriculum, instruction, and all other activities.

Category:

Research Cited: The following link is a case study completed by Johns Hopkins University which supports the effectiveness of the Leader in Me:

http://www.theleaderinme.org/uploads/Documents/results/Johns_Hopkins_Cases.pdf

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host Leadership Days where we invite other school members to tour the school and semester Leadership Luncheons where we invite community members to eat lunch with our student leaders.	Community Engagement	08/04/2015	05/27/2016	\$300 - Other	Briarwood's faculty, staff, parents, and students

Activity - Classroom Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers incorporate the 7 Habits into their daily lessons and our guidance counselor uses the Leader in Me Student Activity Guides in her lessons to support the Leader in Me process.	Academic Support Program	08/04/2015	06/01/2016	\$0 - No Funding Required	Briarwood's faculty and administration

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Activity - Recognition of Student Leaders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders of the Month are recognized at morning meeting. Other student leaders are recognized every two weeks to eat on the stage in our Leader's Lounge. One student per classroom is selected every two weeks for following our Guidelines for Success with Blue Slips. Finally, one primary classroom and one intermediate classroom is selected weekly to receive our Golden Shoe and Silver Spoon awards.	Academic Support Program	08/04/2015	06/01/2016	\$500 - Other	Briarwood's faculty, staff, administration, and students

Activity - Leader in Me website	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Leader in Me website to access resources for lesson planning, assessment preparation, and instruction.	Academic Support Program	08/04/2015	05/27/2016	\$1000 - Other	Briarwood's faculty and administration

Activity - Site Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New certified and classified staff will visit other schools who are implementing the Leader in Me process. The purpose for the visits is to motivate all stakeholders and encourage them to bring back any ideas they feel will make Briarwood better.	Academic Support Program	08/04/2015	06/01/2016	\$1000 - Other	Briarwood's faculty, staff, and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District/school level trainers will conduct vision trainings for our faculty and staff throughout the school year and in the summer.	Professional Learning	08/04/2015	05/27/2016	\$50000 - Other	Warren County District Office Staff, Briarwood's faculty, staff, and administration.

Activity - Parent Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will have an annual Leader in Me Parent Night in conjunction with Math Night to inform parents about the Leader in Me process happening at Briarwood.	Community Engagement	01/21/2016	05/25/2016	\$200 - Other	Briarwood's faculty, staff, administration, parents, and students

Activity - Lighthouse Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our Lighthouse teams will guide the Leader in Me process.	Academic Support Program	08/06/2015	05/27/2016	\$0 - No Funding Required	Briarwood's faculty, staff, administration, and students.

Goal 3:
To reach or exceed our 2016 Kindergarten Readiness goal from 32.3 to 53.4 for state-funded preschool 4 year old students entering Kindergarten according to the Brigrance.

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Measurable Objective 1:

50% of All Students will demonstrate a proficiency to be Kindergarten ready in English Language Arts by 10/01/2016 as measured by 2016 Brigance data..

Strategy1:

Kindergarten Readiness - Every kindergarten student will be given a screener at the start of the school year to determine their current level. This information will be used to provide instruction at their current level and help us move the students to reach their fullest potential.

Category: Early Learning

Research Cited:

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be asked to come to the school before the start of the year to be screened. Any student unable to attend before school starts will be given the screener during the first week of school.	Other	07/20/2016	10/01/2016	\$2000 - District Funding	Preschool and kindergarten teachers and aides and administrators.

Activity - Advertisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Briarwood and the district level, we use a variety of different methods to encourage families to register their children for preschool. We believe that if our families would take advantage of our preschool classrooms, we can better prepare their children for kindergarten. These methods include: Advertising on the local television station and in the newspaper, door hangers that are placed on doors throughout our district, flyers that are created and distributed around the city then sent home to families who may have preschool-aged children.	Other	01/01/2016	08/01/2016	\$1000 - General Fund	Primary staff at the district and school level

Activity - Kindergarten readiness worksheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our preschool teachers give their students a kindergarten readiness packet in January. These packets are provided to let the parent know how close their child is to being ready for kindergarten. This provides the families an opportunity to work with their children on any weaknesses before the start of the new school year.	Other	01/01/2016	05/27/2016	\$100 - General Fund	Preschool teachers

Activity - Launching into Learning Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten students will be selected by teachers to attend a two week Summer Camp designed for students needing additional reading, math, and language support. Students not making benchmarks on the Preschool Brigance will be selected to attend.	Academic Support Program	04/01/2016	08/01/2016	\$2000 - District Funding	Preschool and Kindergarten Teachers, Curriculum Coordinator

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Activity - Preschool Transition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will host a Kindergarten Readiness Night in the spring to inform parents and entering Kindergarten students in the fall of 2016 about expectations and readiness activities.	Parent Involvement	04/01/2016	08/01/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten teachers, and administration

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

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.8% in 2015 to 51.9% in September 2016.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 45.8% to 51.9% by 09/01/2015 as measured by the K-PREP assessment..

Strategy1:

Math and Reading - Students will receive math and reading instruction at their present level of performance and will be pushed to reach their highest potential.

Category:

Research Cited:

Activity - ESL/Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL and Special Education teachers will collaborate with grade-level Professional Learning Communities at least once per month to provide resources and give feedback about GAP group students.	Professional Learning	08/04/2015	12/01/2016	\$0 - No Funding Required	Administration, ESL staff, resource teachers, homeroom teachers

Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2015	12/01/2016	\$100000 - General Fund	Briarwood faculty and administration

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Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/04/2015	12/01/2016	\$100000 - General Fund	Briarwood faculty and administration

Activity - Monthly Child Study Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Child Study Teams will meet monthly to analyze STAR data. Administration, Title I staff, resource teachers, homeroom teachers, and district personnel will discuss all students falling below the district benchmark to evaluate academic and behavior plans.	Academic Support Program	08/04/2015	12/16/2016	\$0 - No Funding Required	Briarwood Administration, Title I staff, resource teachers, homeroom teachers, and district personnel

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

Goal 1:

To reach or exceed our 2016 Kindergarten Readiness goal from 32.3 to 53.4 for state-funded preschool 4 year old students entering Kindergarten according to the Brigrance.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency to be Kindergarten ready in English Language Arts by 10/01/2016 as measured by 2016 Brigrance data..

Strategy1:

Kindergarten Readiness - Every kindergarten student will be given a screener at the start of the school year to determine their current level.

This information will be used to provide instruction at their current level and help us move the students to reach their fullest potential.

Category: Early Learning

Research Cited:

Activity - Launching into Learning Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten students will be selected by teachers to attend a two week Summer Camp designed for students needing additional reading, math, and language support. Students not making benchmarks on the Preschool Brigrance will be selected to attend.	Academic Support Program	04/01/2016	08/01/2016	\$2000 - District Funding	Preschool and Kindergarten Teachers, Curriculum Coordinator

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Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be asked to come to the school before the start of the year to be screened. Any student unable to attend before school starts will be given the screener during the first week of school.	Other	07/20/2016	10/01/2016	\$2000 - District Funding	Preschool and kindergarten teachers and aides and administrators.

Activity - Preschool Transition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will host a Kindergarten Readiness Night in the spring to inform parents and entering Kindergarten students in the fall of 2016 about expectations and readiness activities.	Parent Involvement	04/01/2016	08/01/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten teachers, and administration

Activity - Kindergarten readiness worksheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our preschool teachers give their students a kindergarten readiness packet in January. These packets are provided to let the parent know how close their child is to being ready for kindergarten. This provides the families an opportunity to work with their children on any weaknesses before the start of the new school year.	Other	01/01/2016	05/27/2016	\$100 - General Fund	Preschool teachers

Activity - Advertisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Briarwood and the district level, we use a variety of different methods to encourage families to register their children for preschool. We believe that if our families would take advantage of our preschool classrooms, we can better prepare their children for kindergarten. These methods include: Advertising on the local television station and in the newspaper, door hangers that are placed on doors throughout our district, flyers that are created and distributed around the city then sent home to families who may have preschool-aged children.	Other	01/01/2016	08/01/2016	\$1000 - General Fund	Primary staff at the district and school level

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

Goal 1:

To reach or exceed our 2016 Kindergarten Readiness goal from 32.3 to 53.4 for state-funded preschool 4 year old students entering Kindergarten according to the Brigance.

Measurable Objective 1:

50% of All Students will demonstrate a proficiency to be Kindergarten ready in English Language Arts by 10/01/2016 as measured by 2016 Brigance data..

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Strategy1:

Kindergarten Readiness - Every kindergarten student will be given a screener at the start of the school year to determine their current level. This information will be used to provide instruction at their current level and help us move the students to reach their fullest potential.

Category: Early Learning

Research Cited:

Activity - Kindergarten readiness worksheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our preschool teachers give their students a kindergarten readiness packet in January. These packets are provided to let the parent know how close their child is to being ready for kindergarten. This provides the families an opportunity to work with their children on any weaknesses before the start of the new school year.	Other	01/01/2016	05/27/2016	\$100 - General Fund	Preschool teachers

Activity - Brigance Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will be asked to come to the school before the start of the year to be screened. Any student unable to attend before school starts will be given the screener during the first week of school.	Other	07/20/2016	10/01/2016	\$2000 - District Funding	Preschool and kindergarten teachers and aides and administrators.

Activity - Preschool Transition Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten teachers will host a Kindergarten Readiness Night in the spring to inform parents and entering Kindergarten students in the fall of 2016 about expectations and readiness activities.	Parent Involvement	04/01/2016	08/01/2016	\$0 - No Funding Required	Preschool Teachers, Kindergarten teachers, and administration

Activity - Advertisement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At Briarwood and the district level, we use a variety of different methods to encourage families to register their children for preschool. We believe that if our families would take advantage of our preschool classrooms, we can better prepare their children for kindergarten. These methods include: Advertising on the local television station and in the newspaper, door hangers that are placed on doors throughout our district, flyers that are created and distributed around the city then sent home to families who may have preschool-aged children.	Other	01/01/2016	08/01/2016	\$1000 - General Fund	Primary staff at the district and school level

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Activity - Launching into Learning Summer Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool and Kindergarten students will be selected by teachers to attend a two week Summer Camp designed for students needing additional reading, math, and language support. Students not making benchmarks on the Preschool Brigance will be selected to attend.	Academic Support Program	04/01/2016	08/01/2016	\$2000 - District Funding	Preschool and Kindergarten Teachers, Curriculum Coordinator

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

Goal 1:

To reach or exceed our 2016 AMO goal of 77.6 on our 2016 K-PREP assessment and improve differentiation within the classroom and close the achievement gap by raising our current score of 77.1 to 77.6

Measurable Objective 1:

A 10% decrease of All Students will increase student growth to reduce the percentage of students scoring novice in Mathematics by 09/01/2016 as measured by according to the KPrep Assessment.

Strategy1:

Differentiation of Instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Activity - Scoring Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment. Rubrics/scoring guides will be provided for long-term projects, extended response, and other authentic assignments.	Academic Support Program	12/01/2015	12/01/2016	\$0 - No Funding Required	Briarwood Administration and Teachers

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/08/2013	05/21/2014	\$0 - No Funding Required	Briarwood faculty and administration

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Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEP teachers meet daily in the computer lab to work with targeted LEP students. These students work on a computer program called Imagine Learning to improve their English language, literacy, academic vocabulary, and reading comprehension. All teachers are able to use the data given by Imagine Learning to target skills or concepts students are struggling with and develop a targeted plan for one-on-one or small group interventions.	Technology	10/08/2012	05/22/2014	\$3000 - Title III	Our LEP teachers will be involved the most, however, all teachers will provide support.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR, ACCESS and DIBELS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our RtI committee meetings.	Academic Support Program	08/08/2013	05/21/2014	\$0 - No Funding Required	Briarwood faculty and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district LEP coordinator will conduct the following professional developments for our faculty: "Help! These Students Cannot Speak English!" and "Differentiating Instruction and Assessment for EL Students". These trainings took place at faculty meetings on the following dates in 2013: January 23rd, February 20th, March 27th, May 1st, October 23rd, November 13th, and January 15th and February 12th in 2014. We also have a group of teachers who are implementing strategies from a professional development called Reading to Learn and Learning to Read last year sponsored by GRECC and another small group of teachers attending on-demand writing training during the 2012-2013 and 2013-2014 school years.	Professional Learning	01/23/2013	02/12/2014	\$2000 - Other	Skip Cleavenger - Warren County LEP Coordinator, GRECC, and Briarwood's faculty.

Measurable Objective 2:

100% of Economically Disadvantaged and English Learners students will demonstrate a proficiency score in Mathematics by 09/01/2016 as measured by 2016 KPREP assessment data.

Strategy1:

Differentiation of instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching

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that advocates active planning for student differences in classrooms.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/06/2014	05/31/2016	\$0 - No Funding Required	Briarwood faculty and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Staff, Principal, Assistant Principal, and Curriculum Coordinator will schedule professional development presenters and trainings in Math by Developing Curriculum Maps and Pacing Guides; ESL Collaboration in the Classroom; Differentiation: How Does it Work?; Development of Common and Formative Assessments; Digging into Content and Assessment; Using Technology in the Classroom: Google Docs/Google Classroom; and Community Outreach to Briarwood students.	Professional Learning	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, and Curriculum Coordinator

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR and ACCESS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group Title I instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our RtI committee meetings.	Academic Support Program	08/04/2015	12/16/2016	\$0 - No Funding Required	Briarwood faculty, Title I Staff, and administration

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will increase time spent engaged on the research-based technology program to enhance and increase mathematical abilities.	Technology	08/04/2015	12/16/2016	\$3000 - Title III	All staff will provide support and monitor progress reports.

Strategy2:

Academic supports - We will continue to target at-risk students to strengthen skills and reach proficiency.

Category:

Research Cited: Studies have shown that providing at-risk students with supplemental instructional strategies can help them reach their potential.

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Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use two daytime ESS classified staff members to provide small group instruction and use Lexia and Dreambox computer-based programs.	Academic Support Program	10/01/2015	05/27/2016	\$7000 - Title II Part A	Briarwood's faculty, staff, and administration

Activity - School-wide intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to use Title I funds to hire additional staff to target at-risk students. These staff members will provide interventions to meet individual student needs in support of our Response to Intervention system.	Academic Support Program	08/04/2015	05/25/2016	\$116000 - Title I Schoolwide	Title I staff members with the support of Briarwood's faculty and administration

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.8% in 2015 to 51.9% in September 2016.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 45.8% to 51.9% by 09/01/2015 as measured by the K-PREP assessment..

Strategy1:

Math and Reading - Students will receive math and reading instruction at their present level of performance and will be pushed to reach their highest potential.

Category:

Research Cited:

Activity - ESL/Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL and Special Education teachers will collaborate with grade-level Professional Learning Communities at least once per month to provide resources and give feedback about GAP group students.	Professional Learning	08/04/2015	12/01/2016	\$0 - No Funding Required	Administration, ESL staff, resource teachers, homeroom teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/04/2015	12/01/2016	\$100000 - General Fund	Briarwood faculty and administration

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Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2015	12/01/2016	\$100000 - General Fund	Briarwood faculty and administration

Activity - Monthly Child Study Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Child Study Teams will meet monthly to analyze STAR data. Administration, Title I staff, resource teachers, homeroom teachers, and district personnel will discuss all students falling below the district benchmark to evaluate academic and behavior plans.	Academic Support Program	08/04/2015	12/16/2016	\$0 - No Funding Required	Briarwood Administration, Title I staff, resource teachers, homeroom teachers, and district personnel

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

To reach or exceed our 2016 AMO goal of 77.6 on our 2016 K-PREP assessment and improve differentiation within the classroom and close the achievement gap by raising our current score of 77.1 to 77.6

Measurable Objective 1:

A 10% decrease of All Students will increase student growth to reduce the percentage of students scoring novice in Mathematics by 09/01/2016 as measured by according to the KPrep Assessment.

Strategy1:

Differentiation of Instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Activity - Imagine Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LEP teachers meet daily in the computer lab to work with targeted LEP students. These students work on a computer program called Imagine Learning to improve their English language, literacy, academic vocabulary, and reading comprehension. All teachers are able to use the data given by Imagine Learning to target skills or concepts students are struggling with and develop a targeted plan for one-on-one or small group interventions.	Technology	10/08/2012	05/22/2014	\$3000 - Title III	Our LEP teachers will be involved the most, however, all teachers will provide support.

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Briarwood Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/08/2013	05/21/2014	\$0 - No Funding Required	Briarwood faculty and administration

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our district LEP coordinator will conduct the following professional developments for our faculty: "Help! These Students Cannot Speak English!" and "Differentiating Instruction and Assessment for EL Students". These trainings took place at faculty meetings on the following dates in 2013: January 23rd, February 20th, March 27th, May 1st, October 23rd, November 13th, and January 15th and February 12th in 2014. We also have a group of teachers who are implementing strategies from a professional development called Reading to Learn and Learning to Read last year sponsored by GRECC and another small group of teachers attending on-demand writing training during the 2012-2013 and 2013-2014 school years.	Professional Learning	01/23/2013	02/12/2014	\$2000 - Other	Skip Cleavenger - Warren County LEP Coordinator, GRECC, and Briarwood's faculty.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR, ACCESS and DIBELS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our RtI committee meetings.	Academic Support Program	08/08/2013	05/21/2014	\$0 - No Funding Required	Briarwood faculty and administration

Activity - Scoring Guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Scoring Guide or another teacher-created one will be developed when possible prior to the assignment/assessment. Rubrics/scoring guides will be provided for long-term projects, extended response, and other authentic assignments.	Academic Support Program	12/01/2015	12/01/2016	\$0 - No Funding Required	Briarwood Administration and Teachers

Measurable Objective 2:

100% of Economically Disadvantaged and English Learners students will demonstrate a proficiency score in Mathematics by 09/01/2016 as measured by 2016 KPREP assessment data.

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Strategy1:

Differentiation of instruction - Teachers will provide a variety of instructional strategies to determine the current level of each student and help move each student to reach their potential. Instruction will be tailored to meet the needs of individual students.

Category:

Research Cited: The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms.

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrative Staff, Principal, Assistant Principal, and Curriculum Coordinator will schedule professional development presenters and trainings in Math by Developing Curriculum Maps and Pacing Guides; ESL Collaboration in the Classroom; Differentiation: How Does it Work?; Development of Common and Formative Assessments; Digging into Content and Assessment; Using Technology in the Classroom: Google Docs/Google Classroom; and Community Outreach to Briarwood students.	Professional Learning	01/04/2016	12/16/2016	\$0 - No Funding Required	Principal, Assistant Principal, and Curriculum Coordinator

Activity - Dreambox	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will increase time spent engaged on the research-based technology program to enhance and increase mathematical abilities.	Technology	08/04/2015	12/16/2016	\$3000 - Title III	All staff will provide support and monitor progress reports.

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on STAR and ACCESS assessment data, students are placed in a tier system. Students are either provided differentiation within the classroom or pulled out of the regular classroom for small group Title I instruction. The students are given work at their appropriate level and are challenged to reach their potential. Progress monitoring data is collected and discussed each month during our Rtl committee meetings.	Academic Support Program	08/04/2015	12/16/2016	\$0 - No Funding Required	Briarwood faculty, Title I Staff, and administration

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teachers meet weekly to discuss curriculum, instruction, and assessment. Special education teachers and LEP teachers attend each grade level meeting and work collaboratively with the regular education teachers to discuss differentiation for these subgroups and provide support in small group settings.	Professional Learning	08/06/2014	05/31/2016	\$0 - No Funding Required	Briarwood faculty and administration

Strategy2:

Academic supports - We will continue to target at-risk students to strengthen skills and reach proficiency.

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Category:

Research Cited: Studies have shown that providing at-risk students with supplemental instructional strategies can help them reach their potential.

Activity - School-wide intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will continue to use Title I funds to hire additional staff to target at-risk students. These staff members will provide interventions to meet individual student needs in support of our Response to Intervention system.	Academic Support Program	08/04/2015	05/25/2016	\$116000 - Title I Schoolwide	Title I staff members with the support of Briarwood's faculty and administration

Activity - ESS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
We will use two daytime ESS classified staff members to provide small group instruction and use Lexia and Dreambox computer-based programs.	Academic Support Program	10/01/2015	05/27/2016	\$7000 - Title II Part A	Briarwood's faculty, staff, and administration

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.8% in 2015 to 51.9% in September 2016.

Measurable Objective 1:

collaborate to Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group percentage from 45.8% to 51.9% by 09/01/2015 as measured by the K-PREP assessment..

Strategy1:

Math and Reading - Students will receive math and reading instruction at their present level of performance and will be pushed to reach their highest potential.

Category:

Research Cited:

Activity - Monthly Child Study Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Child Study Teams will meet monthly to analyze STAR data. Administration, Title I staff, resource teachers, homeroom teachers, and district personnel will discuss all students falling below the district benchmark to evaluate academic and behavior plans.	Academic Support Program	08/04/2015	12/16/2016	\$0 - No Funding Required	Briarwood Administration, Title I staff, resource teachers, homeroom teachers, and district personnel

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Activity - Core Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive 60-90 minutes of uninterrupted research-based core instruction in Math and Reading in the regular classroom setting.	Direct Instruction	08/04/2015	12/01/2016	\$100000 - General Fund	Briarwood faculty and administration

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive an extra 30 minutes of research-based instruction in both math and reading at their appropriate level. This may be in the regular classroom setting or in small pull-out groups.	Direct Instruction	08/04/2015	12/01/2016	\$100000 - General Fund	Briarwood faculty and administration

Activity - ESL/Special Education Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL and Special Education teachers will collaborate with grade-level Professional Learning Communities at least once per month to provide resources and give feedback about GAP group students.	Professional Learning	08/04/2015	12/01/2016	\$0 - No Funding Required	Administration, ESL staff, resource teachers, homeroom teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All students at Briarwood Elementary will be provided academic access to all areas of the Program Review.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency for each demonstrator and indicator of the Program Review in Art & Humanities by 06/01/2015 as measured by each committee analysis of student samples via the provided scoring rubric.

Strategy1:

Program Review Committee Meetings - Teachers will work in assigned groups to collect evidence for each demonstrator and indicator in the Program Review. Each teacher will collaborate with group chairperson to ensure all demonstrators and indicators are supported by student

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evidence. The group chairperson will meet with the administrative team on a regular basis to discuss progression of the committee.

Category: Continuous Improvement

Research Cited:

Activity - Collection/Scoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the collection of evidence (student work, teacher lesson plans, media, etc.) via administrative meetings with committee chairpersons.	Academic Support Program	10/06/2014	06/01/2015	\$0 - No Funding Required	Administration, Committee Chairpersons, Teachers

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Prior to the first day of preschool classes teachers have met with parents and evaluated student academic and social skills. We also have a preschool orientation.	

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes	Our teachers provide research-based strategies and programs which are utilized during both core Reading/Math and RtI courses.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All staff are highly qualified as evidenced by EPSB and recorded in Infinite Campus.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title 1 programing is approved through our Title 1 coordinator and meets all funding requirements.	

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Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	SBDM meeting minutes record communication of assessment results. A link to the annual school report card is sent to parents for viewing. A Parent Compact and Parent Involvement Policy have been developed and are continuously being implemented. TELL Survey results are communicated biannually to all stakeholders.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	The Response to Intervention Committee ensures each student is receiving research-based instructional strategies appropriate for his/her academic level/tier. All students in Tier 2/3 have either an academic plan for Reading, Math, or Behavior. Further PD is being scheduled to implement new research-based strategies for this school year and the 2016-2017 school year. A PD needs assessment survey will be developed for staff input.	

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Briarwood Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Briarwood is a school-wide Title I school which provides individualized instruction for all students including Special Education, English Language Learners, Gifted and Talented, and Response to Intervention students in Tiers 2/3 for Reading, Math, and Behavior.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	All identified students in the areas of special education, gifted education, tier 2/3 intervention have individualized plans to support their regular classroom instructional program. Students receive services in the regular education program as well as individually identified areas of need or enrichment.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Briarwood is a school-wide Title 1 school, not a targeted assistance school; however, all student progress is monitored during PLCs and Response to Intervention monthly meetings. The data points from progress monitoring on all students is utilized to ensure each one is on the pathway to proficiency based on formative, summative, norm-referenced, and state assessments.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	School-wide Title I school, not targeted assistance school.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	See Title I Budget.	

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Briarwood Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Briarwood is not a targeted assistance school. It is a Title I school-wide school and has a Title I Parent Compact and Involvement Policy in place.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	Briarwood is not a targeted assistance school. It is a Title I school-wide school and has a Title I Parent Compact and Involvement Policy in place.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.co.warren.kyschools.us/csip/plan.php?&id=26	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes	All staff is Highly Qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	We do have a few classrooms over cap, but Title I funds have not been used to get classrooms below cap.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	We do have a few classrooms over cap, but Title II funds have not been used to get classrooms below cap.	

The Missing Piece

Introduction

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

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

A survey was sent out to all Briarwood parents and/or guardians of our student body. Teachers have completed the TELL survey this year. These stakeholders were asked to answer questions that covered a number of items for the Missing Piece diagnostic.

Relationship Building

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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

Decision Making

Overall Rating: 3.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.5

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.5

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.5

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

Reflection

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

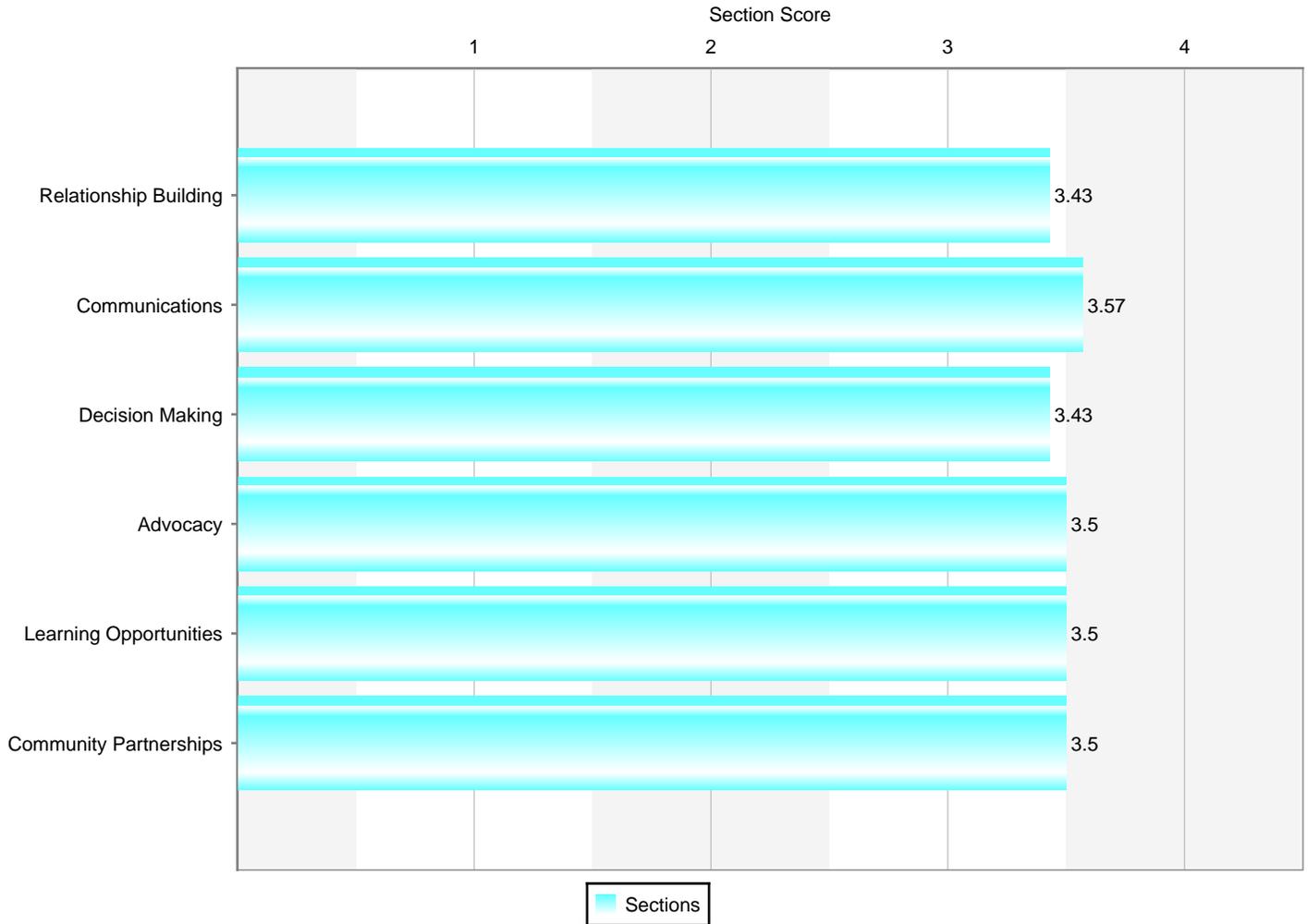
Overall, we feel our school is performing well in many of the Missing Piece objectives. To verify our assumptions, a survey was sent to all parents/guardians of our school. A representative sample responded to the survey and we noted that at least 94% of parents felt welcomed at Briarwood. We have also had 100% of parents participate in at least one school activity this year.

Parents stated that they felt welcomed by their child's teacher, were encouraged to participate, and had an overall feeling of being a valued member of the educational process. Our building staff is strong at communication with stakeholders. We believe in having everyone work together in relationship building. Our teachers, staff, SBDM council, and administration all do an excellent job at removing barriers to parent participation and input. Learning opportunities are enhanced and retained when these barriers to learning are removed. We are able to do this through our strong community partnerships that our staff and FRYSC have developed.

Our surveys indicated that we do have some areas in which we can improve our effectiveness. One area we plan to try to improve is greeting our parents and visitors as they enter the school. Approximately 94% of the respondents stated that they were warmly greeted as they entered the building. We hope that percentage will increase to include 100% of all respondents as we encourage and train the office staff to greet everyone in a warm, responsive manner. Another area of our focus will be encouraging parents to utilize both Title I and the Family Resource Center resources. Both of these programs have excellent means to reduce the barriers to student learning and we want parents to feel comfortable reaching out for assistance. All parents should feel to be a valued, contributing member to their child's academic progress.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The principal, assistant principal, counselor, and curriculum coordinator reviewed the previous plan, and made adjustments to best suit the needs of the 2015-2016 school year. Goals, objectives, strategies, and activities were developed with the most recent delivery targets in mind.

Both parents and faculty were given the opportunity to respond to a survey about communication and school culture. The improvement plan was shared with teachers and staff during a faculty meeting for discussion and revisions to both CSIP strategies and activities were made. The SBDM reviewed the plan and gave feedback to make changes as needed.

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

Administration-development of the plan, goals, strategies, and activities

Teachers-reviewed the goals and activities to give feedback about revisions needed, completed a survey about communication and school culture

Classified Staff-reviewed the goals and activities to give feedback about revisions needed, completed a survey about communication and school culture

Parents-completed a survey about communication and school culture

SBDM Members-reviewed the entire plan and gave feedback to the administration for needed revisions and funding sources

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

The improvement plan is placed on our school and district website. Parents, teachers, and staff were notified by email and Husky Happenings that a copy of the plan was on our school website. Paper copies were sent home to parents who requested one.

Surveys about progress of both objectives and activities will be given to teachers and staff at least twice per year. Progress will be reported to the SBDM council at least twice per year after the survey results are completed. Progress Notes will be added to the document at least once per year.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes	Briarwood Elementary has an EMP in place. This plan was created by the Principal and Assistant Principal. The plan outlines how we as a school faculty will respond in the event of certain emergencies. The plan is thorough as it outlines individual's jobs during an emergency as well as what is expected of our students to ensure their safety as well. The EMP was approved by SBDM and was then shared with the district's Safety Coordinator for final edits.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	Prior to the beginning of the 2015-2016 school year, the SBDM met and reviewed the EMP. All members of the SBDM reviewed and approved the EMP for implementation for the current school year. Once approved, the Assistant Principal presented the plan at one of the opening professional development meetings that included all faculty/staff.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Prior to the beginning of the 2015-2016 school year, the SBDM of Briarwood Elementary met and approved the proposed EMP. Soon after, the EMP was presented to faculty/staff for immediate implementation.	

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes	<p>Briarwood Elementary's administrators submitted a school map/floor plan to Mr. Jay Wilson, the district's safety coordinator. This floor plan was then forwarded to the appropriate first responders.</p> <p>Our school is also accessible to first responders via a special key box that has been installed at the front entrance of our building. If for some reason the doors are locked and first responders need inside, they have access via the key box.</p> <p>Lastly, first responders have access to our school's floor plans through our participation in the FAST PATH program with the local Sheriff's Office.</p>	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	Each school year, the EMP is reviewed, revised, and revisited by the administration as well as the SBDM members. Once the EMP is approved, an updated version of the EMP is shared with our district's safety coordinator and he then forwards to the appropriate first responders.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	On August 7, 2015, faculty/staff members gathered at Briarwood Elementary for Opening Day. During this day, a number of meetings were held to prep for the new school year. During one of the meetings (with all certified staff members present), the EMP was presented to stakeholders. Procedures were reviewed from the EMP and special attention was given to any changes from the previous school year. Questions from the faculty were answered as they arose.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes	<p>Briarwood Elementary's EMP (once approved by the SBDM), is forwarded to our district's safety coordinator. Upon his approval of the EMP, it is then forwarded/shared to the appropriate first responders.</p> <p>Law enforcement officials have been present during certain safety drills to provide guidance and suggestions.</p>	

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	Every room in the building has a fire escape route posted beside the door. The maps that are posted also show primary and secondary exit paths in case they are needed. The two different routes are posted in different colors so that they can be differentiated.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	Prior to the 2015-2016 school year, an individual from the local Emergency Management/Safe Space organization came and toured the building with our Principal, Mrs. Morris. During this time, safe zones for severe weather were shown to Mrs. Morris. These zones have been shown to each faculty member and practiced in detail during severe weather drills.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	During our school's Morning Meeting, students modeled the proper way to take cover during an earthquake. Soon after procedures were shared, an Earthquake drill was conducted in which the administration went from classroom to classroom to make sure all students were taking cover properly. We make sure to conduct all necessary safety drills/procedures with our faculty/staff/students.	

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	Our school has posted signs on each exterior door stating that all visitors must report to the front office. When visitors arrive at our building, they must first "buzz in." When the buzzer sounds, our office staff looks through the window to see if they recognize the visitor. Only when they feel confident the individual has school business to conduct are they "buzzed in." The front door is locked via a heavy duty magnet that only certain individuals can open. When they arrive in the office, they must sign in (stating their purpose for the visit), and then are given a visitor's badge.	

KDE Comprehensive School Improvement Plan

Briarwood Elementary School

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Within the first 30 school days of this school year, Briarwood Elementary conducted all required safety drills with our faculty/staff/students. A log of all safety drills, anecdotal notes from the drills, and dates of the drills can be found in the Assistant Principal's office as well as with the district's safety coordinator.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	All necessary emergency response drills will be conducted in compliance with regulations at Briarwood Elementary. These will take place within the first thirty instructional days. In all likelihood, the Assistant Principal will be the individual leading these drills.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Through TPGES evaluations, observations, peer observations, pre and post conferences, the administrative team consistently monitors effective teaching within each classroom. Walkthrough documents created on Google Drive also are utilized and provide immediate feedback to teachers. Applicants for hire are screened carefully and references are contacted to ensure quality of educators hired. Applicants are then assigned to TalentEd Recruit and Hire website where administrative teams have access to those educators who have applied for each individual school.	

What are the barriers identified?

- Time taken to process the applicants for hire
- The competitiveness to hire the most effective educators within the district

What sources of data were used to determine the barriers?

- Talent Ed Recruit and Hire website
- Processing and communication via email and phone of applicants hired through Talent Ed

What are the root causes of those identified barriers?

- Large district with many applicants and hires to process (especially during summer months)

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

PGES allows administrators the opportunity to look at the effectiveness of teachers' planning and implementation of instruction as well as professional contributions and best practice/research-based instruction.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

The district provides each school with English as Second Language teachers and assistants, special education teachers and assistants, Title I teachers and instructional assistants, as well as Extended School Service teachers and assistants to ensure each school has the resources and effective educators to address all student needs. The hiring process also allows administrators the opportunity to interview and select the highest quality educators to assure the students of low income and minority backgrounds have equitable and effective instruction on a daily basis.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

-KPREP assessment data is utilized to look at all gap groups: LEP, Exceptional Children, minority, and free/reduced lunch. Administrative team and Professional Learning Communities examine data and discuss instructional practices to most effectively teach students and provide interventions educational success.

-WIDA and ACCESS assessment data are utilized to determine the need of LEP students requiring intervention or classroom support by certified LEP teachers and assistants.

-Common summative and formative assessment data is utilized to determine students who require assistance in content areas receive instruction from qualified Title I staff.

-All teachers are Highly Qualified and data from TPGES is utilized to ensure equity and teacher effectiveness.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

Many forms of student level data are used to determine the recruitment of effective and diverse teachers. The district screens teacher candidates using a perceiver interview, background checks, teacher recruitment fairs, REAP website and assigns candidates to a candidate pool. PBIS, Response to Intervention, KPREP, STAR and Common Assessment data are all analyzed on a regular basis to determine student need allowing the district and schools to target teacher candidates who possess the most effective and diverse qualities to match student needs.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

The district provides schools with a Central Office supervisor to oversee both LEP and Exceptional Children educators (both Gifted and special education students). When hiring a LEP teacher, the district coordinator and school administrator select candidates with requirements and credentials of certification to interview from the applicant pool. When interviewing candidates for exceptional children, administrators include a collaborative team consisting of effective exceptional education teachers and questions from the Gallup Organization to include in the interview. All teachers interviewed and hired for minority, low income, LEP, and exceptional children must be highly qualified and meet TPGES standards and indicators at high levels. Briarwood recruits teachers who are not only effective and qualified but also possess the knowledge and skills to meet all student needs.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

- A desirable school culture and climate as evidenced by Briarwood's TELL Survey indicates that our teachers find the school to be a place in which they wish to work and feel supported by administrative staff and others.
- Student success as evidenced by PLC, KPREP, STAR, and ACCESS data provides teachers with great satisfaction
- Parent and Community support to provide teachers resources not afforded through SBDM Budget

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

- No out of field teachers are staffed currently at Briarwood
- Mentoring is provided via the KTIP Intern system through the educator's university for teacher education, the administration, and peer collaborative/resource teacher
- Each school is fortunate to have a Curriculum Coordinator who mentors, models lessons, and provides resources to not only first year teachers, but all teachers
- District holds a New Teacher Orientation training prior to the beginning of each school year
- District provides on-going professional development quarterly for new teachers each year

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

- Administrative team provides the opportunity for teachers with an effectiveness rating below accomplished to attend professional development training on the indicator/demonstrator needed for success
- Administrative team provides resources through Edviation on CIITS, mini professional development trainings at faculty meetings
- Curriculum Coordinator is assigned to model the desired strategies and provide resources to assist the below accomplished teacher
- Administrative team provides opportunities for teachers with an effectiveness rating below accomplished to observe teachers effective in the deficit area

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

- TELL Survey results were shared with all stakeholders-staff, community and parents
- After receiving results and observing areas requiring improvement, administrative staff developed a survey concerning technology as it was an area scoring below 80%
- Professional Development needs assessment is sent in the form of a survey to request teacher desired trainings
- Administrators include TELL survey areas requiring growth in their Reflective Practices document, Professional Growth Plan and collaborate with staff and community to address areas of need to better the school culture and climate and obtain the resources required to meet staff and student needs

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

***Need to include goals