



# **Comprehensive School Improvement Plan**

**Jody Richards Elementary**  
**Warren County**

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## **Introduction**

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

| Label                  | Assurance  | Response   | Comment        | Attachment               |
|------------------------|--|--|----------------|--------------------------|
| School Equity Data (1) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p> | I acknowledge that I have uploaded the School Equity Data. | See attachment | School Equity Diagnostic |

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

- Student Voice Surveys indicate that the students feel their teachers are effective.
- PGES observation data is confidential, however overall, most staff members are achieving at the Accomplished and/or Exceeding levels on the rubric. Staff members who are Developing in any area, are provided support to grow and develop their skill set.

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

The barriers or challenges for our school include the following:

- Years of experience of some teachers
- Competition between 14 elementary schools in the district to hire the best teachers possible
- Tenure restrictions sometimes do not allow us to dismiss a less effective teacher

While we don't feel at this time that there is a clear root cause, based on supply and demand, we search for the most experienced and highly qualified teachers available to us. Also, tenure restrictions to dismiss a less effective teacher can sometimes be a barrier.



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| Label            | Assurance  | Response  | Comment        | Attachment                        |
|------------------|--|---|----------------|-----------------------------------|
| Goal Setting (4) | Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.<br><br>***Goals should reflect an analysis of barriers, root causes and strategies. | I acknowledge that I have uploaded the School Equity Goal Data. | See Attachment | JRES School Equity Goal 2016-2017 |

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

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

**OR**

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

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

**Goal 1:**

Create and maintain a positive learning environment both academically and behaviorally.

**Measurable Objective 1:**

collaborate to create a safe learning environment and build relationships with all stakeholders. by 10/02/2017 as measured by Tell Survey, Parent, Student Surveys .

**Strategy1:**

PBIS - The staff will use LEAD slips reward system to promote positive behavior in the common areas of the school.

Category: Management Systems

Research Cited: Ky Center for Safe Schools

| Activity - LEAD Guidelines for Success and Rewards   | Activity Type              | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible      |
|--|----------------------------|------------|------------|-------------------------------|------------------------|
| Staff will model and encourage the use of LEAD Guidelines for Success (Loyal, Educated, Accountable, Determined) in all common areas and classrooms. Students and classes will earn LEAD slips to earn a whole class reward. | Behavioral Support Program | 08/08/2012 | 10/02/2017 | \$2000 - School Council Funds | All staff and students |

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## Strategy2:

Communication - Regular and timely communication will be used to build a strong home/school partnership.

Category:

Research Cited: Todd Whitaker

| Activity - Website, Newsletters, and Social Media  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible             |
|--|--------------------|------------|------------|-------------------------------|-------------------------------|
| School website will be kept updated to communicate with parents and community. Rocket Review Newsletters will also be used to highlight students and share school events. Classroom teachers will keep their websites and newsletters up to date. Principal and Staff use social media such as Twitter, Facebook, and SchoolWay App. | Parent Involvement | 07/01/2012 | 05/29/2015 | \$1000 - School Council Funds | Principal, Classroom Teachers |

## Strategy3:

Behavior Response To Intervention - Students struggling with behavior and/or organizational skills will be offered extra support and intervention.

Category: Continuous Improvement

Research Cited: KY Center for Safe Schools

| Activity - Check and Connect Program   | Activity Type              | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible   |
|--|----------------------------|------------|------------|-------------------------------|---|
| Students in need of extra support with behavior and/or organizational skills will learn self-monitoring strategies through a Check/Connect Intervention Program which will be tracked using the SWIS data and Infinite Campus. | Behavioral Support Program | 09/04/2012 | 05/29/2015 | \$1000 - School Council Funds | Guidance Counselor, Check and Connect Mentor, Classroom Teachers, PBIS Team |

## Measurable Objective 2:

collaborate to offer leadership opportunities for all students and to assist students in beginning with the end in mind to be college, career ready. by 10/02/2017 as measured by Staff, Parent, Student Surveys .

## Strategy1:

Leader in Me - All staff will model and embed the 7 Habit initiative to create a successful learning environment.

Category:

Research Cited: Franklin Covey's, Leader in Me Program

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| Activity - Leadership Notebooks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible            |
|--|--------------------|------------|------------|-------------------------------|------------------------------|
| Students in all grade levels will learn to set goals to track their own progress using a Leadership Notebook. These notebooks will also serve as a communication component for parents that are sent home monthly. Students will track their STAR reading and math benchmark assessments using these data notebooks as a motivational tool to assist students in taking ownership of their learning. | Parent Involvement | 09/04/2012 | 10/02/2017 | \$1000 - School Council Funds | All staff, students, parents |

| Activity - Student Led Conferences   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|-------------------|
| Some grade levels choose to do Student Led Conferences. This approach allows students to take ownership of their own learning and explain their goals and progress to their families. This year our Kindergarten and Sixth grade teams chose to use Student Led Conferences during fall conferences. | Parent Involvement | 08/08/2016 | 10/02/2017 | \$0 - No Funding Required | Teachers          |

| Activity - Service Learning   | Activity Type                   | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible   |
|---|---------------------------------|------------|------------|------------------------------|---------------------|
| Service on Campus (SOC) Team will be established as a service learning opportunity for students. Students will apply for a job in the school, receive training, perform school-community based service. School Wide Service Projects will be implemented for all students to learn about citizenship. | Career Preparation/ Orientation | 09/04/2012 | 05/29/2015 | \$500 - School Council Funds | All staff, students |

## Goal 2:

Teachers will offer higher level challenging learning opportunities for all students to improve instruction in all content areas.

### Measurable Objective 1:

collaborate to give specific feedback to students on writing to demonstrate learning tasks. by 10/02/2017 as measured by student progress on classroom formative assessments..

### Strategy1:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly. The principal will give written feedback to students.

Category: Continuous Improvement

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

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| Activity - Student Work Feedback  | Activity Type | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|---|---------------|------------|------------|---------------------------|---------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Other         | 09/28/2012 | 05/29/2015 | \$0 - No Funding Required | Principal, Teachers |

### Measurable Objective 2:

collaborate to share strategies that engage students. by 10/02/2017 as measured by lesson plans, observations.

### Strategy1:

Student Engagement PD - Mini PD sessions will be held in faculty mtgs. and in PLC grade level meetings to target student engagement strategies from John Antonetti PD and math strategies from GRREC Math PD. Teachers will implement these strategies daily to assist with differentiation and student engagement.

Category: Professional Learning & Support

Research Cited: Bob Marzano (Classroom Instruction That Works), John Antonetti, Harvey Silver and Richard Strong (Thoughtful Education)

| Activity - Student Engagement   | Activity Type         | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible   |
|---|-----------------------|------------|------------|--------------------------|---------------------|
| Teachers will meet weekly in PLC's to share student work from student engagement strategies used in their classrooms. | Professional Learning | 01/06/2014 | 10/02/2017 | \$3900 - Title II Part A | Teachers, Principal |

| Activity - Student Engagement (Ron Clark)   | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|--|------------|------------|-------------------------------|-------------------|
| Teachers are being sent to the Ron Clark Academy for student engagement PD in Atlanta. Over the past two years, Mrs. Martin has sent cadres of teachers to go and learn and bring back strategies to use in the classrooms and share throughout the building. | Academic Support Program Professional Learning | 08/07/2015 | 10/02/2017 | \$8900 - School Council Funds | Teachers          |

### Goal 3:

Teachers will collaborate with colleagues on a regular basis to improve instruction.

### Measurable Objective 1:

collaborate to learn from colleagues through peer observations by 05/29/2015 as measured by teacher feedback after peer observations.

### Strategy1:

Peer Observations - Teachers will be offered release time to observe other teachers in the building to learn from each other.

Category:

Research Cited: Rick Dufour Professional Learning Communities

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| Activity - Peer Observation  | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                           |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be allowed to choose which rooms to peer observe and which instructional strategies they would like to learn more about. The District Reading Coach will also offer release time and/or modeling opportunities to collaborate with all teachers. | Professional Learning | 09/13/2013 | 05/30/2014 | \$500 - School Council Funds | Teachers, Principal, District Reading Coach |

## Strategy2:

PGES - Teachers will learn about the different components of the new Professional Growth and Evaluation System (PGES) that will go into affect in fall, 2014. An introduction to the PGES, SMART goals and Professional goal setting and peer observation mini-trainings will be conducted.

Category:

Research Cited: PGES is a mandate of the state dept of education.

| Activity - PGES training  | Activity Type         | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------------|---|
| Mini PD sessions will be conducted by Green River Regional Education Cooperative staff to offer teachers an introduction to the PGES. | Professional Learning | 01/10/2014 | 05/30/2014 | \$1000 - School Council Funds | Green River Regional Education Cooperative staff, principal, teachers |

## Measurable Objective 2:

collaborate to work together in professional learning communities to improve instruction by 05/29/2015 as measured by Tell Survey results.

## Strategy1:

Program Review - All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level.

Category:

Research Cited: Program reviews are state mandated.

| Activity - Drama opportunities   | Activity Type            | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                          |
|--|--------------------------|------------|------------|------------------------------|--|
| Every grade level will be offered supplemental drama classes provided by our music and art teacher. Also, teachers will incorporate more drama into their every day lessons. | Academic Support Program | 09/20/2013 | 05/30/2014 | \$500 - School Council Funds | Music and Art Teachers, Classroom Teachers |

| Activity - Program Review Committees  | Activity Type         | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                              |
|---|-----------------------|------------|------------|-------------------------------|--|
| Teachers will work together in Program Review Committees to ensure all existing proficient Program Review evidence is maintained and to improve to proficiency in the Arts/Humanities and Writing Components. | Professional Learning | 08/16/2013 | 05/30/2014 | \$1000 - School Council Funds | All teachers including related arts, principal |

## Measurable Objective 3:

demonstrate a proficiency on giving specific feedback to students by 05/29/2015 as measured by submitted student work samples .

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## Strategy1:

writing schedule and rubric - Teachers will have a daily assigned class period to use for instruction in writing. Teachers will use a school wide writing scoring rubric to provide feedback to students and will follow the JRES Writing Plan.

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction will guide the writing instruction at all grade levels

| Activity - writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                               |
|--|--------------------------|------------|------------|-------------------------------|---|
| Teachers will focus on writing to learn and writing to demonstrate learning opportunities built into all areas of the school day with a focus daily during the scheduled time. | Academic Support Program | 08/06/2013 | 05/30/2014 | \$1000 - School Council Funds | All teachers, principal, curriculum coordinator |

## Strategy2:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly which will include extended response and other writing to demonstrate learning tasks. The principal will give written feedback to students and teachers.

Category:

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Samples   | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible             |
|---|-----------------------|------------|------------|------------------------------|-------------------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Professional Learning | 09/06/2013 | 05/30/2014 | \$500 - School Council Funds | Classroom teachers, principal |

# **Phase I - The Missing Piece**

## **Introduction**

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



## **Stakeholders**

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

Parents and staff were invited and encouraged to take a survey. Community partner information was also used to show our school/community partnership

## 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). | Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building. | Distinguished |

|     | Statement or Question   | Response   | Rating        |
|-----|---|--|---------------|
| 2.3 | Parents and other stakeholders report that they are actively welcomed when they visit the school. | District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community. | Distinguished |

|     | 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. | School staff involves parents in personal communication about their students' progress at least once a month. | Proficient |

|     | 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. | All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts. | Proficient |

**Communications**

Overall Rating: 3.0

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.1</b> | 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    |

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.2</b> | 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). | School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits). | Proficient    |

|            | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|------------|--|---|---------------|
| <b>3.3</b> | 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 |

|            | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|------------|---|---|---------------|
| <b>3.4</b> | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | Student achievement data or achievement results are communicated informally to parents by school staff. | Apprentice    |

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.5</b> | 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    |

|            | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|------------|--|---|---------------|
| <b>3.6</b> | At least 50 percent of parents respond to annual school and/or district stakeholder surveys. | At least 50% of parents respond to annual school and/or district stakeholder surveys. | Proficient    |

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|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.7</b> | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Proficient    |

## Decision Making

Overall Rating: 2.71

|     | 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. | Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district. | Apprentice |

|     | 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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law. | Apprentice |

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

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 4.5 | School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. | School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children. | Proficient |

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

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|     | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|-----|--|---|---------------|
| 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 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 in committee work. | Proficient    |

**Advocacy**

Overall Rating: 3.0

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 5.1 | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs. | Proficient    |

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 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    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 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    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 5.5 | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed. | Proficient    |

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 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. | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs. | Proficient    |

## Learning Opportunities

Overall Rating: 3.17

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 6.2 | School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school. | School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school. | Proficient |

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

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

|     | 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: 3.33

|     | 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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level. | Distinguished |

|     | 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. | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | Proficient |

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents. | Proficient |

## Reflection

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

Strengths:

- \* Strong parent involvement and volunteer hours to support school staff in creating a stronger school environment.
- \* Strong communication with parents and other stakeholders.

Growth Areas:

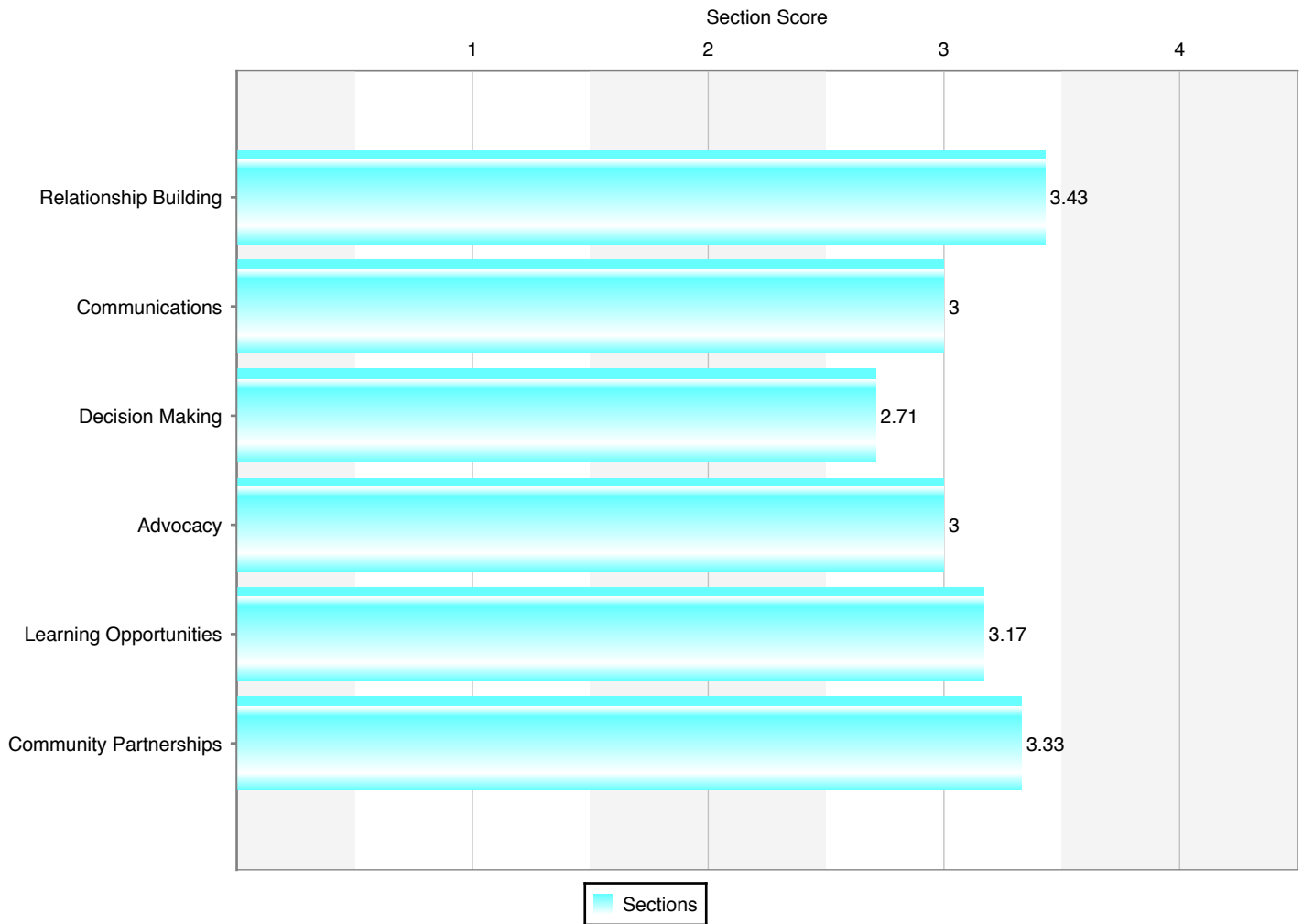
- \*Finding ways to get more parents involved in the SBDM instructional committees.

Actions to ensure improvement:

- \*Enlist help from current active parents in assisting in reaching out to new families as well as other concerned parents who may wish to be on a committee.
- \*Highlighting needs in newsletters with more information about the SBDM instructional Committees.

## 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.**

We have several teams that are a part of our improvement plan. The teams involved are:

SBDM

RTI Teams (Both Academic and Behavior Teams)

PTO

Grade Level, Administrative, and RAT (Related Arts Teachers) PLC Teams

The process for selecting our SBDM and PTO are through nominations and elections facilitated by our PTO. Our RTI Teams meet once a month, and our PLC groups meet weekly. We consult all of these teams with a variety of needs that we address in the CSIP.

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

PTO and SBDM are consulted to discuss policies, curriculum, and budget decisions for a variety of educational resources and needs for the school. Parents are contacted as concerns arise during RTI and PLC meetings.

**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 new CSIP was shared with both our SBDM and PTO. We have also included it on the school website. We have notified families by posting it to our school website and through other social media.

# **Phase I - Needs Assessment**

## **Introduction**

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



## **Data Analysis**

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

**What does the data/information not tell you?**

Is writing to learn and demonstrate learning a focus in all content areas?

While our K-Prep data from 2016 indicates that our students grew in writing, and our novice reduction goals were at 100% in all areas for improvement, writing is still the area in which we scored the lowest. Our STAR and KPREP data indicate that our students perform well on the multiple choice portions of the assessments. Extended and constructive response scores are lower than multiple choice proficiency. For the past two years, we have had a school-wide writing rubric and scoring guide for extended response, in place. We also created and piloted a school wide writing plan using writing strategies from Sylvia Abel. Though our writing scores did show improvement, and our scores are above the district's, we still find this an area in which we want to focus and improve. We continue to feel that implementing Interactive Student Notebooks in all grade levels will help teach students about how to take notes and how to reflect in writing about their learning. We continue to keep a writing block in our primary grade levels to ensure a solid writing foundation. We are beginning to look at catching our struggling writers and targeting them in writing RTI. We also believe that continuing to seamlessly incorporate writing in all subject areas to develop writing stamina will help to improve our writing skills building wide.

## **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?**

This year Jody Richards was recognized as a Distinguished and progressing school. This year we did meet our school's AMO targets. The overall score for our school this year grew from a 73.2 to an 84.4. Our school scored above the district and state average in all areas assess on the K-PREP assessment.

In Reading on the 2016 K-PREP Assessment:

81% of Third Graders scored proficient or distinguished

75% of Fourth Graders scored proficient or distinguished

80.5% of Fifth Graders scored proficient or distinguished

75.8% of Sixth Graders scored proficient or distinguished

In Math on the 2015 K-PREP Assessment:

69% of Third Graders scored proficient or distinguished

63.9% of Fourth Graders scored proficient or distinguished

81.4% of Fifth Graders scored proficient or distinguished

59.2% of Sixth Graders scored proficient or distinguished

Our strongest areas were in Social Studies and Reading and Math. Our Language Mechanics and our Writing scores were our lowest areas. We believe that a continued school wide focus on student engagement strategies in all areas and using writing as a way to reflect about their learning will help us continue to grow in all areas.

## **Opportunities for Improvement**

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

Our sub group populations of English Language Learners (ELL), Free/Reduced population and special education students are our main areas for improvement. We are using our Response to Intervention (RtI) plan to monitor closely at all students not making sufficient progress. We are continuing to work with our district personnel to improve our Child Study Team meetings as well as our PLC's to incorporate a school wide data wall on google drive. We are using screeners, progress monitoring, goal setting, and other strategies to ensure we are targeting the needs of our students. Grade level teams meet monthly to monitor progress using the STAR reading and math assessments as well as the district common assessments. The RtI school-wide team meets approx. every 6-8 weeks to review all data as well and make decisions to meet individual needs of all Tier 2 and 3 students. Our ELL and Special Education teachers collaborate with the school-wide RtI team.

## **Conclusion**

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

JRES will continue to assist our teachers to grow and develop their skills with a strong focus on improving student engagement strategies and writing to learn/demonstrate learning in all content areas. We feel that the school wide writing plan that we began last year, will help to improve writing across all subject areas. Teachers will be encouraged to collaborate with grade levels and vertical grade levels to learn new strategies from each other. Release time will be arranged to allow peer observations, as well as district wide "share days" to learn from other schools in our district. Professional Learning Communities (PLC's) will become more data driven by using data from our district common assessments, as well as other formative assessments, and STAR.

## **2016-2017 Goals and Plans (CSIP)**

## **Overview**

### **Plan Name**

2016-2017 Goals and Plans (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 | Increase the overall reading and math proficiency score from KRPEP for all students from a 73.2 to a 73.4  | Objectives: 2<br>Strategies: 2<br>Activities: 8 | Academic       | \$16200       |
| 2 | Create and maintain a positive learning environment both academically and behaviorally.  | Objectives: 2<br>Strategies: 4<br>Activities: 6 | Organizational | \$5500        |
| 3 | Teachers will offer higher level challenging learning opportunities for all students to improve instruction in all content areas.  | Objectives: 2<br>Strategies: 2<br>Activities: 3 | Organizational | \$12800       |
| 4 | All incoming kindergarten students will be screened for readiness using the Brigance Assessment.   | Objectives: 1<br>Strategies: 1<br>Activities: 2 | Organizational | \$1200        |
| 5 | All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level according to the new characteristics. | Objectives: 2<br>Strategies: 2<br>Activities: 2 | Organizational | \$0           |
| 6 | Teachers will collaborate with colleagues on a regular basis to improve instruction.   | Objectives: 3<br>Strategies: 5<br>Activities: 6 | Organizational | \$4500        |
| 7 | Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group  | Objectives: 1<br>Strategies: 3<br>Activities: 9 | Organizational | \$21700       |

## Goal 1: Increase the overall reading and math proficiency score from KRPEP for all students from a 73.2 to a 73.4

### Measurable Objective 1:

73% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading in English Language Arts by 10/01/2017 as measured by state K-Prep Assessment..

### Strategy 1:

Reading Instructional Strategies - Reading instruction is drive by the Common Core Standards. Teachers will use the District Pacing Guides, Scott Foresman Reading Series, and District Common Assessment data to guide and target specific reading skills. Other resources used include Reading A-Z, Imagine Learning, Reading Plus, and Lexia.

Category: Continuous Improvement

| Activity - Differentiated Instruction  | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
|--|---|------------|------------|-------------------|----------------------|---|
| Teachers will differentiate reading lessons based on District Common Assessment data and other pre-assessment data to offer continued learning opportunities for all students.   | Direct Instruction                        | 08/01/2012 | 10/01/2017 | \$1000            | School Council Funds | Classroom Teachers  |
| Activity - PLC's   | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. This allows teachers to continue to differentiate on all student levels. | Other - Professional Learning Communities | 08/01/2015 | 10/01/2017 | \$1000            | School Council Funds | Grade Level Teachers, Administrative staff                            |
| Activity - Response to Intervention  | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
| All students will be flexibly grouped to offer daily supplemental reading instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work wiith these students to improve skills at all instructional learning levels.  | Academic Support Program                  | 09/04/2012 | 10/01/2017 | \$4700            | State Funds          | Classroom teachers, extended school service Daytime Waiver Assistants |
| Activity - Standards Work Implementaion  | Activity Type                             | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |



## Comprehensive School Improvement Plan

Jody Richards Elementary

|   |                    |            |            |     |                     |                   |
|---|--------------------|------------|------------|-----|---------------------|-------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the map, timeline, units, and priority standards that were developed. They will provide feedback to the district about the implementation. We will also be administering the district Common Assessments school-Wide that follow the district pacing guides. | Direct Instruction | 08/03/2015 | 10/02/2017 | \$0 | No Funding Required | Staff Members ECC |
|---|--------------------|------------|------------|-----|---------------------|-------------------|

### Measurable Objective 2:

71% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 10/02/2017 as measured by state K-Prep Assessment..

### Strategy 1:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited: Scope and Sequence in Go Math Series and Math Innovations Series.

| Activity - Formative Assessment   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|----------------------|--------------------|
| Teachers will use formative pre-assessment data along with District Common Assessment data to guide instruction in flexibly grouped math instruction. | Academic Support Program | 08/01/2012 | 10/01/2017 | \$2000            | School Council Funds | Classroom Teachers |

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                |
|---|--------------------------|------------|------------|-------------------|----------------------|----------------------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program | 09/25/2015 | 10/01/2017 | \$1000            | School Council Funds | Teachers and Administrative Team |

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------|----------------------|--|
| All students will be flexibly grouped to offer daily supplemental math instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels. | Academic Support Program | 08/06/2012 | 10/02/2017 | \$6500            | School Council Funds | Classroom Teachers, Extended School Services Staff |

| Activity - Standards Work Implementaion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------------|----------|-------------------|-------------------|-------------------|

## Comprehensive School Improvement Plan

Jody Richards Elementary

|   |                    |            |            |     |                     |                       |
|---|--------------------|------------|------------|-----|---------------------|-----------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the maps, timelines, units, and priority standards developed by the district. They will provide feedback to the district about the implementation through a link. We will be administering the district common assessments school wide that follow the district pacing guides. | Direct Instruction | 10/01/2015 | 10/02/2017 | \$0 | No Funding Required | Teaching Staff<br>ECC |
|---|--------------------|------------|------------|-----|---------------------|-----------------------|

## Goal 2: Create and maintain a positive learning environment both academically and behaviorally.

### Measurable Objective 1:

collaborate to create a safe learning environment and build relationships with all stakeholders. by 10/02/2017 as measured by Tell Survey, Parent, Student Surveys .

### Strategy 1:

PBIS - The staff will use LEAD slips reward system to promote positive behavior in the common areas of the school.

Category: Management Systems

Research Cited: Ky Center for Safe Schools

| Activity - LEAD Guidelines for Success and Rewards   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible      |
|--|----------------------------|------------|------------|-------------------|----------------------|------------------------|
| Staff will model and encourage the use of LEAD Guidelines for Success (Loyal, Educated, Accountable, Determined) in all common areas and classrooms. Students and classes will earn LEAD slips to earn a whole class reward. | Behavioral Support Program | 08/08/2012 | 10/02/2017 | \$2000            | School Council Funds | All staff and students |

### Strategy 2:

Behavior Response To Intervention - Students struggling with behavior and/or organizational skills will be offered extra support and intervention.

Category: Continuous Improvement

Research Cited: KY Center for Safe Schools

| Activity - Check and Connect Program   | Activity Type              | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
|--|----------------------------|------------|------------|-------------------|----------------------|---|
| Students in need of extra support with behavior and/or organizational skills will learn self-monitoring strategies through a Check/Connect Intervention Program which will be tracked using the SWIS data and Infinite Campus. | Behavioral Support Program | 09/04/2012 | 05/29/2015 | \$1000            | School Council Funds | Guidance Counselor, Check and Connect Mentor, Classroom Teachers, PBIS Team |

## Comprehensive School Improvement Plan

Jody Richards Elementary

### Strategy 3:

Communication - Regular and timely communication will be used to build a strong home/school partnership.

Category:

Research Cited: Todd Whitaker

| Activity - Website, Newsletters, and Social Media  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible             |
|--|--------------------|------------|------------|-------------------|----------------------|-------------------------------|
| School website will be kept updated to communicate with parents and community. Rocket Review Newsletters will also be used to highlight students and share school events. Classroom teachers will keep their websites and newsletters up to date. Principal and Staff use social media such as Twitter, Facebook, and SchoolWay App. | Parent Involvement | 07/01/2012 | 05/29/2015 | \$1000            | School Council Funds | Principal, Classroom Teachers |

### Measurable Objective 2:

collaborate to offer leadership opportunities for all students and to assist students in beginning with the end in mind to be college, career ready. by 10/02/2017 as measured by Staff, Parent, Student Surveys .

### Strategy 1:

Leader in Me - All staff will model and embed the 7 Habit initiative to create a successful learning environment.

Category:

Research Cited: Franklin Covey's, Leader in Me Program

| Activity - Leadership Notebooks  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible            |
|--|--------------------|------------|------------|-------------------|----------------------|------------------------------|
| Students in all grade levels will learn to set goals to track their own progress using a Leadership Notebook. These notebooks will also serve as a communication component for parents that are sent home monthly. Students will track their STAR reading and math benchmark assessments using these data notebooks as a motivational tool to assist students in taking ownership of their learning. | Parent Involvement | 09/04/2012 | 10/02/2017 | \$1000            | School Council Funds | All staff, students, parents |

| Activity - Service Learning   | Activity Type                  | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
|---|--------------------------------|------------|------------|-------------------|----------------------|---------------------|
| Service on Campus (SOC) Team will be established as a service learning opportunity for students. Students will apply for a job in the school, receive training, perform school-community based service. School Wide Service Projects will be implemented for all students to learn about citizenship. | Career Preparation/Orientation | 09/04/2012 | 05/29/2015 | \$500             | School Council Funds | All staff, students |

| Activity - Student Led Conferences   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Some grade levels choose to do Student Led Conferences. This approach allows students to take ownership of their own learning and explain their goals and progress to their families. This year our Kindergarten and Sixth grade teams chose to use Student Led Conferences during fall conferences. | Parent Involvement | 08/08/2016 | 10/02/2017 | \$0               | No Funding Required | Teachers          |

## **Goal 3: Teachers will offer higher level challenging learning opportunities for all students to improve instruction in all content areas.**

**Measurable Objective 1:**

collaborate to share strategies that engage students. by 10/02/2017 as measured by lesson plans, observations.

**Strategy 1:**

Student Engagement PD - Mini PD sessions will be held in faculty mtgs. and in PLC grade level meetings to target student engagement strategies from John Antonetti PD and math strategies from GRREC Math PD. Teachers will implement these strategies daily to assist with differentiation and student engagement.

Category: Professional Learning & Support

Research Cited: Bob Marzano (Classroom Instruction That Works), John Antonetti, Harvey Silver and Richard Strong (Thoughtful Education)

| Activity - Student Engagement   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will meet weekly in PLC's to share student work from student engagement strategies used in their classrooms. | Professional Learning | 01/06/2014 | 10/02/2017 | \$3900            | Title II Part A   | Teachers, Principal |

| Activity - Student Engagement (Ron Clark)   | Activity Type                                   | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible |
|---|---|------------|------------|-------------------|----------------------|-------------------|
| Teachers are being sent to the Ron Clark Academy for student engagement PD in Atlanta. Over the past two years, Mrs. Martin has sent cadres of teachers to go and learn and bring back strategies to use in the classrooms and share throughout the building. | Professional Learning, Academic Support Program | 08/07/2015 | 10/02/2017 | \$8900            | School Council Funds | Teachers          |

**Measurable Objective 2:**

collaborate to give specific feedback to students on writing to demonstrate learning tasks. by 10/02/2017 as measured by student progress on classroom formative assessments..

**Strategy 1:**

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly. The principal will give written feedback to students.

Category: Continuous Improvement

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Feedback  | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|---------------|------------|------------|-------------------|---------------------|---------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Other         | 09/28/2012 | 05/29/2015 | \$0               | No Funding Required | Principal, Teachers |

## Goal 4: All incoming kindergarten students will be screened for readiness using the Brigance Assessment.

**Measurable Objective 1:**

collaborate to assess all incoming kindergarteners for kindergarten readiness by 10/02/2017 as measured by Brigance Kindergarten Readiness Assessment.

**Strategy 1:**

Kindergarten Readiness - All kindergarten teachers and assistants will be trained to administer the Brigance Assessment and administer it with all incoming students within the first four weeks. All assessment results will be used to guide the delivery of individualized instruction.

Category:

Research Cited: Brigance Assessment is a nationally normed early childhood screening tool.

| Activity - Staff Training                        | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
|--|-----------------------|------------|------------|-------------------|----------------------|---|
| Training will be provided at the district level. | Professional Learning | 07/01/2013 | 05/29/2015 | \$1000            | School Council Funds | Kindergarten Teachers and Assistants Curriculum Coordinator |

| Activity - Kindergarten Readiness Family Night  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|----------------------|--|
| Incoming kindergarten families will be invited to a family night in the spring of 2015 to offer activities to prepare students for the following fall Kindergarten enrollment. The evening includes visits to Kindergarten centers in rooms, school tours and a bus ride around the school. | Parent Involvement | 04/01/2015 | 05/29/2015 | \$200             | School Council Funds | Kindergarten Teachers<br>ECC<br>Administration<br>Bus Transportation |

## Goal 5: All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level according to the new characteristics.

**Measurable Objective 1:**

demonstrate a proficiency in the Arts and Humanities Program Review by 10/02/2017 as measured by increased opportunities for students in the area of drama concepts..

## Comprehensive School Improvement Plan

Jody Richards Elementary

### Strategy 1:

Drama - Every grade level will be offered supplemental drama classes with our music and art teacher. Also, teachers will incorporate more drama into their every day lessons.

Category:

Research Cited: An important strategy for students to retain information through movement and drama is through engaging in drama and action activities.

| Activity - Drama                                   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                          |
|--|--------------------------|------------|------------|-------------------|---------------------|--|
| Drama activities offered by music and art teacher. | Academic Support Program | 09/13/2013 | 05/29/2015 | \$0               | No Funding Required | Music and Art Teachers, classroom teachers |

### Measurable Objective 2:

collaborate to create more instructional opportunities for students to improve their writing skills by 10/02/2017 as measured by Writing Program Review Scores.

### Strategy 1:

writing schedule and rubric - Teachers will have a daily assigned class to use for instruction in writing and will follow the JRES Writing Plan.

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction

| Activity - writing rubric   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                     |
|---|--------------------------|------------|------------|-------------------|---------------------|---|
| Teachers will use a school wide writing scoring rubric to provide feedback to students. | Academic Support Program | 09/06/2013 | 10/02/2017 | \$0               | No Funding Required | Classroom teachers, Curriculum Coordinator, Principal |

## Goal 6: Teachers will collaborate with colleagues on a regular basis to improve instruction.

### Measurable Objective 1:

collaborate to work together in professional learning communities to improve instruction by 05/29/2015 as measured by Tell Survey results.

### Strategy 1:

Program Review - All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level.

Category:

Research Cited: Program reviews are state mandated.

## Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - Program Review Committees  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                              |
|---|-----------------------|------------|------------|-------------------|----------------------|--|
| Teachers will work together in Program Review Committees to ensure all existing proficient Program Review evidence is maintained and to improve to proficiency in the Arts/Humanities and Writing Components. | Professional Learning | 08/16/2013 | 05/30/2014 | \$1000            | School Council Funds | All teachers including related arts, principal |

| Activity - Drama opportunities   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                          |
|--|--------------------------|------------|------------|-------------------|----------------------|--|
| Every grade level will be offered supplemental drama classes provided by our music and art teacher. Also, teachers will incorporate more drama into their every day lessons. | Academic Support Program | 09/20/2013 | 05/30/2014 | \$500             | School Council Funds | Music and Art Teachers, Classroom Teachers |

### Measurable Objective 2:

collaborate to learn from colleagues through peer observations by 05/29/2015 as measured by teacher feedback after peer observations.

### Strategy 1:

PGES - Teachers will learn about the different components of the new Professional Growth and Evaluation System (PGES) that will go into affect in fall, 2014. An introduction to the PGES, SMART goals and Professional goal setting and peer observation mini-trainings will be conducted.

Category:

Research Cited: PGES is a mandate of the state dept of education.

| Activity - PGES training  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|----------------------|---|
| Mini PD sessions will be conducted by Green River Regional Education Cooperative staff to offer teachers an introduction to the PGES. | Professional Learning | 01/10/2014 | 05/30/2014 | \$1000            | School Council Funds | Green River Regional Education Cooperative staff, principal, teachers |

### Strategy 2:

Peer Observations - Teachers will be offered release time to observe other teachers in the building to learn from each other.

Category:

Research Cited: Rick Dufour Professional Learning Communities

| Activity - Peer Observation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

## Comprehensive School Improvement Plan

Jody Richards Elementary

|  |                       |            |            |       |                      |   |
|--|-----------------------|------------|------------|-------|----------------------|---|
| Teachers will be allowed to choose which rooms to peer observe and which instructional strategies they would like to learn more about. The District Reading Coach will also offer release time and/or modeling opportunities to collaborate with all teachers. | Professional Learning | 09/13/2013 | 05/30/2014 | \$500 | School Council Funds | Teachers, Principal, District Reading Coach |
|--|-----------------------|------------|------------|-------|----------------------|---|

### Measurable Objective 3:

demonstrate a proficiency on giving specific feedback to students by 05/29/2015 as measured by submitted student work samples .

#### Strategy 1:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly which will include extended response and other writing to demonstrate learning tasks. The principal will give written feedback to students and teachers.

Category:

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Samples   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible             |
|---|-----------------------|------------|------------|-------------------|----------------------|-------------------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Professional Learning | 09/06/2013 | 05/30/2014 | \$500             | School Council Funds | Classroom teachers, principal |

#### Strategy 2:

writing schedule and rubric - Teachers will have a daily assigned class period to use for instruction in writing. Teachers will use a school wide writing scoring rubric to provide feedback to students and will follow the JRES Writing Plan.

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction will guide the writing instruction at all grade levels

| Activity - writing   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                               |
|--|--------------------------|------------|------------|-------------------|----------------------|---|
| Teachers will focus on writing to learn and writing to demonstrate learning opportunities built into all areas of the school day with a focus daily during the scheduled time. | Academic Support Program | 08/06/2013 | 05/30/2014 | \$1000            | School Council Funds | All teachers, principal, curriculum coordinator |

## Goal 7: Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group

### Measurable Objective 1:

collaborate to Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group from a 73.2 to a 73.4 by 10/02/2017 as measured by KPREP Assessment.



# Comprehensive School Improvement Plan

Jody Richards Elementary

## Strategy 1:

Reading Instructional Strategies - The Common Core English/Language Arts will drive all instruction. All teachers will use the Scott Foresman Reading Series scope and sequence, which is aligned with the Common Core for core reading instruction to determine targeted skills.

Category: Continuous Improvement

Research Cited: Scott Foresman, Basal Scope and Sequence, Common Core Standards, District Pacing Guide.

| Activity - Special Education and ELL  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|----------------------|--|
| Students with Individual Education Plan reading goals or Individual ELL Service Plans may receive instruction using a variety of research based materials including: SRA Reading Mastery and Corrective Reading, Language for Learning. A variety of software and web based programs are used regularly: Lexia, Tuned into learning, Imagine Learning, EET, Reading Plus, Leveled Literacy, Scholastic Study Jams, Step Up to Writing, Reading A-Z,   | Academic Support Program | 08/01/2012 | 10/02/2017 | \$6000            | School Council Funds | Special Education Teachers, ELL Teachers, Classroom Teachers, District Special Ed. Consultant.   |
| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. The Data Analysis form allows teachers to look at and analyze individual student data including those with IEP's, or PSP's. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$4700            | State Funds          | All Teachers   |
| Activity - Child Study Teams  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
| Child Study teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math, and behavior.   | Academic Support Program | 08/09/2012 | 10/02/2017 | \$0               | No Funding Required  | Principal<br>ECC<br>Guidance Counselor<br>Classroom Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist<br>Administration |

## Comprehensive School Improvement Plan

Jody Richards Elementary

### Strategy 2:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

| Activity - PLC's  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
|---|--|------------|------------|-------------------|----------------------|--|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program, Behavioral Support Program | 08/01/2012 | 10/02/2017 | \$1000            | School Council Funds | Teachers   |
| Activity - Special Education and ELL  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
| Students with Individual Education Plan or PSP's will be supported with individualized math instruction using a variety of instructional materials including: Number Worlds, Ortiga Math, Do the Math, Imagine Learning, Dream Box, Making Math Magic, and Van de Walle resources.  | Academic Support Program                             | 08/01/2012 | 10/02/2017 | \$5000            | School Council Funds | Special Education and ELL teachers   |
| Activity - Child Study Teams  | Activity Type  | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible  |
| Child Study Teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math and behavior.  | Academic Support Program                             | 08/08/2012 | 10/02/2017 | \$0               | No Funding Required  | Administration<br>ECC<br>Counselor<br>Grade Level Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist |

### Strategy 3:

Novice Reduction - We will continue to focus on moving students out of the novice category. For the 2015-2016 school year we met our Novice reduction goals in all areas. Continuous practice with writing across all curriculum is a focus to improve our writing scores. Ensuring students with IEP's, PSP's, and 504 plans are provided with all of the resources they need to ensure their success.

Category: Continuous Improvement

| Activity - School Wide Writing Rubrics | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

**Comprehensive School Improvement Plan**

Jody Richards Elementary

|   |                          |                   |                 |                          |                          |  |
|---|--------------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Teachers met this summer in vertical teams to discuss and agree upon one rubric for the primary and a rubric for the intermediate. Teachers also agreed to common language, and what constitutes a certain score. Teachers developed a rubric to use building wide. | Academic Support Program | 07/28/2016        | 10/09/2017      | \$0                      | No Funding Required      | All teachers, administration, ECC, counselor |
| <b>Activity - ESS Daytime Assistance</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |
| We have hired two ladies and trained them in the Leveled Literacy Intervention program. These ladies with very small groups of students in reading.   | Academic Support Program | 09/10/2015        | 10/02/2017      | \$5000                   | State Funds              | ESS Staff                                    |
| <b>Activity - ISN Notebooks</b>   | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                     |
| Teachers incorporate the Interactive Student Notebook in all content areas. Students respond to prompts and learn note taking strategies to enhance their learning.   | Direct Instruction       | 08/08/2012        | 10/02/2017      | \$0                      | No Funding Required      | Teachers                                     |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### State Funds

| Activity Name            | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|---|--------------------------|------------|------------|-------------------|---|
| ESS Daytime Assistance   | We have hired two ladies and trained them in the Leveled Literacy Intervention program. These ladies with very small groups of students in reading.   | Academic Support Program | 09/10/2015 | 10/02/2017 | \$5000            | ESS Staff   |
| PLC's                    | Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. The Data Analysis form allows teachers to look at and analyze individual student data including those with IEP's, or PSP's. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$4700            | All Teachers  |
| Response to Intervention | All students will be flexibly grouped to offer daily supplemental reading instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels.  | Academic Support Program | 09/04/2012 | 10/01/2017 | \$4700            | Classroom teachers, extended school service Daytime Waiver Assistants |
| <b>Total</b>             |   |                          |            |            | \$14400           |   |

### Title II Part A

| Activity Name     | Activity Description  | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-------------------|---|-----------------------|------------|------------|-------------------|---------------------|
| Student Engagment | Teachers will meet weekly in PLC's to share student work from student engagement strategies used in their classrooms. | Professional Learning | 01/06/2014 | 10/02/2017 | \$3900            | Teachers, Principal |
| <b>Total</b>      |   |                       |            |            | \$3900            |                     |

### School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

## Comprehensive School Improvement Plan

Jody Richards Elementary

|   |  |  |            |            |        |   |
|---|--|--|------------|------------|--------|---|
| PLC's                                   | Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. This allows teachers to continue to differentiate on all student levels. | Other - Professional Learning Communities            | 08/01/2015 | 10/01/2017 | \$1000 | Grade Level Teachers, Administrative staff                            |
| LEAD Guidelines for Success and Rewards | Staff will model and encourage the use of LEAD Guidelines for Success (Loyal, Educated, Accountable, Determined) in all common areas and classrooms. Students and classes will earn LEAD slips to earn a whole class reward.   | Behavioral Support Program                           | 08/08/2012 | 10/02/2017 | \$2000 | All staff and students  |
| Formative Assessment                    | Teachers will use formative pre-assessment data along with District Common Assessment data to guide instruction in flexibly grouped math instruction.  | Academic Support Program                             | 08/01/2012 | 10/01/2017 | \$2000 | Classroom Teachers  |
| Student Work Samples                    | Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal.  | Professional Learning                                | 09/06/2013 | 05/30/2014 | \$500  | Classroom teachers, principal   |
| PGES training                           | Mini PD sessions will be conducted by Green River Regional Education Cooperative staff to offer teachers an introduction to the PGES.  | Professional Learning                                | 01/10/2014 | 05/30/2014 | \$1000 | Green River Regional Education Cooperative staff, principal, teachers |
| PLC's                                   | Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught.  | Academic Support Program                             | 09/25/2015 | 10/01/2017 | \$1000 | Teachers and Administrative Team                                      |
| Program Review Committees               | Teachers will work together in Program Review Committees to ensure all existing proficient Program Review evidence is maintained and to improve to proficiency in the Arts/Humanities and Writing Components.  | Professional Learning                                | 08/16/2013 | 05/30/2014 | \$1000 | All teachers including related arts, principal                        |
| PLC's                                   | Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught.  | Academic Support Program, Behavioral Support Program | 08/01/2012 | 10/02/2017 | \$1000 | Teachers  |
| Peer Observation                        | Teachers will be allowed to choose which rooms to peer observe and which instructional strategies they would like to learn more about. The District Reading Coach will also offer release time and/or modeling opportunities to collaborate with all teachers.   | Professional Learning                                | 09/13/2013 | 05/30/2014 | \$500  | Teachers, Principal, District Reading Coach                           |

# Comprehensive School Improvement Plan

Jody Richards Elementary

|  |   |                            |            |            |        |  |
|--|---|----------------------------|------------|------------|--------|--|
| Differentiated Instruction             | Teachers will differentiate reading lessons based on District Common Assessment data and other pre-assessment data to offer continued learning opportunities for all students.  | Direct Instruction         | 08/01/2012 | 10/01/2017 | \$1000 | Classroom Teachers   |
| Website, Newsletters, and Social Media | School website will be kept updated to communicate with parents and community. Rocket Review Newsletters will also be used to highlight students and share school events. Classroom teachers will keep their websites and newsletters up to date. Principal and Staff use social media such as Twitter, Facebook, and SchoolWay App.  | Parent Involvement         | 07/01/2012 | 05/29/2015 | \$1000 | Principal, Classroom Teachers  |
| Special Education and ELL              | Students with Individual Education Plan or PSP's will be supported with individualized math instruction using a variety of instructional materials including: Number Worlds, Ortiga Math, Do the Math, Imagine Learning, Dream Box, Making Math Magic, and Van de Walle resources.  | Academic Support Program   | 08/01/2012 | 10/02/2017 | \$5000 | Special Education and ELL teachers   |
| Leadership Notebooks                   | Students in all grade levels will learn to set goals to track their own progress using a Leadership Notebook. These notebooks will also serve as a communication component for parents that are sent home monthly. Students will track their STAR reading and math benchmark assessments using these data notebooks as a motivational tool to assist students in taking ownership of their learning.  | Parent Involvement         | 09/04/2012 | 10/02/2017 | \$1000 | All staff, students, parents   |
| Special Education and ELL              | Students with Individual Education Plan reading goals or Individual ELL Service Plans may receive instruction using a variety of research based materials including: SRA Reading Mastery and Corrective Reading, Language for Learning. A variety of software and web based programs are used regularly: Lexia, Tuned into learning, Imagine Learning, EET, Reading Plus, Leveled Literacy, Scholastic Study Jams, Step Up to Writing, Reading A-Z, | Academic Support Program   | 08/01/2012 | 10/02/2017 | \$6000 | Special Education Teachers, ELL Teachers, Classroom Teachers, District Special Ed. Consultant. |
| Check and Connect Program              | Students in need of extra support with behavior and/or organizational skills will learn self-monitoring strategies through a Check/Connect Intervention Program which will be tracked using the SWIS data and Infinite Campus.  | Behavioral Support Program | 09/04/2012 | 05/29/2015 | \$1000 | Guidance Counselor, Check and Connect Mentor, Classroom Teachers, PBIS Team                    |
| Kindergarten Readiness Family Night    | Incoming kindergarten families will be invited to a family night in the spring of 2015 to offer activities to prepare students for the following fall Kindergarten enrollment. The evening includes visits to Kindergarten centers in rooms, school tours and a bus ride around the school.   | Parent Involvement         | 04/01/2015 | 05/29/2015 | \$200  | Kindergarten Teachers<br>ECC Administration<br>Bus Transportation                              |

## Comprehensive School Improvement Plan

Jody Richards Elementary

|                                |   |   |            |            |                |   |
|--------------------------------|---|---|------------|------------|----------------|---|
| Response to Intervention       | All students will be flexibly grouped to offer daily supplemental math instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels.   | Academic Support Program                        | 08/06/2012 | 10/02/2017 | \$6500         | Classroom Teachers, Extended School Services Staff          |
| Student Engagement (Ron Clark) | Teachers are being sent to the Ron Clark Academy for student engagement PD in Atlanta. Over the past two years, Mrs. Martin has sent cadres of teachers to go and learn and bring back strategies to use in the classrooms and share throughout the building.   | Professional Learning, Academic Support Program | 08/07/2015 | 10/02/2017 | \$8900         | Teachers  |
| Drama opportunities            | Every grade level will be offered supplemental drama classes provided by our music and art teacher. Also, teachers will incorporate more drama into their every day lessons.  | Academic Support Program                        | 09/20/2013 | 05/30/2014 | \$500          | Music and Art Teachers, Classroom Teachers                  |
| writing                        | Teachers will focus on writing to learn and writing to demonstrate learning opportunities built into all areas of the school day with a focus daily during the scheduled time.  | Academic Support Program                        | 08/06/2013 | 05/30/2014 | \$1000         | All teachers, principal, curriculum coordinator             |
| Staff Training                 | Training will be provided at the district level.  | Professional Learning                           | 07/01/2013 | 05/29/2015 | \$1000         | Kindergarten Teachers and Assistants Curriculum Coordinator |
| Service Learning               | Service on Campus (SOC) Team will be established as a service learning opportunity for students. Students will apply for a job in the school, receive training, perform school-community based service. School Wide Service Projects will be implemented for all students to learn about citizenship. | Career Preparation/Orientation                  | 09/04/2012 | 05/29/2015 | \$500          | All staff, students   |
| <b>Total</b>                   |   |   |            |            | <b>\$43600</b> |   |

### No Funding Required

| Activity Name                | Activity Description  | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible     |
|------------------------------|---|--------------------|------------|------------|-------------------|-----------------------|
| Standards Work Implementaion | Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the maps, timelines, units, and priority standards developed by the district. They will provide feedback to the district about the implementation through a link. We will be administering the district common assessments school wide that follow the district pacing guides. | Direct Instruction | 10/01/2015 | 10/02/2017 | \$0               | Teaching Staff<br>ECC |

# Comprehensive School Improvement Plan

Jody Richards Elementary

|                              |   |                          |            |            |     |   |
|------------------------------|---|--------------------------|------------|------------|-----|---|
| Child Study Teams            | Child Study Teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math and behavior.  | Academic Support Program | 08/08/2012 | 10/02/2017 | \$0 | Administration<br>ECC<br>Counselor<br>Grade Level Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist                        |
| Standards Work Implementaion | Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the map, timeline, units, and priority standards that were developed. They will provide feedback to the district about the implementation. We will also be administering the district Common Assessments school-Wide that follow the district pacing guides. | Direct Instruction       | 08/03/2015 | 10/02/2017 | \$0 | Staff Members<br>ECC  |
| Student Work Feedback        | Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal.   | Other                    | 09/28/2012 | 05/29/2015 | \$0 | Principal,<br>Teachers  |
| Student Led Conferences      | Some grade levels choose to do Student Led Conferences. This approach allows students to take ownership of their own learning and explain their goals and progress to their families. This year our Kindergarten and Sixth grade teams chose to use Student Led Conferences during fall conferences.  | Parent Involvement       | 08/08/2016 | 10/02/2017 | \$0 | Teachers  |
| ISN Notebooks                | Teachers incorporate the Interactive Student Notebook in all content areas. Students respond to prompts and learn note taking strategies to enhance their learning.   | Direct Instruction       | 08/08/2012 | 10/02/2017 | \$0 | Teachers  |
| School Wide Writing Rubrics  | Teachers met this summer in vertical teams to discuss and agree upon one rubric for the primary and a rubric for the intermediate. Teachers also agreed to common language, and what constitutes a certain score. Teachers developed a rubric to use building wide.   | Academic Support Program | 07/28/2016 | 10/09/2017 | \$0 | All teachers,<br>administration<br>, ECC,<br>counselor  |
| Child Study Teams            | Child Study teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math, and behavior.   | Academic Support Program | 08/09/2012 | 10/02/2017 | \$0 | Principal<br>ECC<br>Guidance<br>Counselor<br>Classroom Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist<br>Administration |



**Comprehensive School Improvement Plan**

Jody Richards Elementary

|                |   |                          |            |            |     |   |
|----------------|---|--------------------------|------------|------------|-----|---|
| writing rubric | Teachers will use a school wide writing scoring rubric to provide feedback to students. | Academic Support Program | 09/06/2013 | 10/02/2017 | \$0 | Classroom teachers, Curriculum Coordinator, Principal |
| Drama          | Drama activities offered by music and art teacher.                                      | Academic Support Program | 09/13/2013 | 05/29/2015 | \$0 | Music and Art Teachers, classroom teachers            |
| <b>Total</b>   |   |                          |            |            | \$0 |   |

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

| <b>Label</b>                   | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------------------------|--|-----------------|---|-------------------|
| 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. | No              | We are not a title 1 school and do not receive funding. However, we do a needs assessment based on our KPREP and STAR data. |                   |

| <b>Label</b>           | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|------------------------|--|-----------------|---|-------------------|
| 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. | No              | We continue to focus on student engagement in all core areas to ensure maximum learning opportunities for all students. Teachers are using strategies from John Antonetti based on Marzano and Bloom's research for effective instructional strategies. We continue to provide opportunities for teachers to peer observe these different research based strategies to aid in providing additional support to our students. |                   |

| <b>Label</b>         | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>               | <b>Attachment</b> |
|----------------------|--|-----------------|------------------------------|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | No              | We are not a title 1 school. |                   |

| <b>Label</b>              | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>   | <b>Attachment</b> |
|---------------------------|--|-----------------|--|-------------------|
| 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             | A variety of intervention programs are being used to target students who are in Tier 2 and 3 intervention. Imagine Learning, Lexia, Reading Plus, Dream Box, Hear Builder, LLI, and we use others as well. Our Special Ed staff also uses a direct instruction reading model for struggling reading students. Our ELL staff and Special Ed staff use a variety of strategies in both pull out and collaborative settings to support students who have not mastered core areas. All students are flexibly grouped for RtI using formative assessments, District Common Assessments and the STAR reading and math. |                   |

| <b>Label</b>              | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>                     | <b>Attachment</b> |
|---------------------------|--|-----------------|------------------------------------|-------------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes             | All teachers are highly qualified. |                   |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| 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. | No       | We are not a title 1 school |            |

| Label                | Assurance  | Response | Comment  | Attachment |
|----------------------|--|----------|--|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy. | No       | We do not have a parent contact since we are not a title 1 school. However, we do have strong parent involvement and strategies in place for open communication and input. |            |

| Label               | Assurance   | Response | Comment                     | Attachment |
|---------------------|---|----------|-----------------------------|------------|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | No       | We are not a title 1 school |            |

| 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      | Each year our administrative team develops PD around the needs of the teachers. Most of our PD's are lead by teacher leaders within the building or district. |            |

| 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      | Staff members will review goals regular and make changes as needed. SBDM council will review and approve the plan. |            |

| 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. | No       | We are not a title 1 school. However, a needs assessment was conducted with our current KPREP data as well as on-going review of STAR Reading and Math data at every grade level. |            |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Label                    | Assurance   | Response | Comment   | Attachment |
|--------------------------|---|----------|---|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes      | PLC's meet every 6-8 weeks in Child Study Team meetings consisting of Classroom teachers, Special Education teachers, ELL teacher, Speech teacher, School psychologist, Guidance Counselor, Principal, Assistant Principal, Curriculum Coordinator, and District Special Education Consultant. In these team meetings we we review and monitor student progress and document changes to RTI student plans. PLC's meet weekly as grade level teams as well using district common assessments and other formative assessments to identify students. |            |

| Label                          | Assurance   | Response | Comment   | Attachment |
|--------------------------------|---|----------|---|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs. | No       | We are not a title 1 targeted assisted school. However, all students needing intervention or supports are offered assistance as needed through RtI progress monitoring. |            |

| 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      | We are not a title 1 targeted assisted school. However, all students have equal access to all core and intervention programs as needed. Every student receives daily intervention or enrichment based on progress monitoring. Intervention and assistance is offered as needed through this RtI progress monitoring. |            |

| Label                 | Assurance  | Response | Comment                     | Attachment |
|-----------------------|--|----------|-----------------------------|------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | No       | We are not a title 1 school |            |

| Label                          | Assurance  | Response | Comment                               | Attachment |
|--------------------------------|--|----------|---------------------------------------|------------|
| Targeted Assistance Activities | The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities. | No       | We are not a title 1 targeted school. |            |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Label            | Assurance   | Response | Comment                        | Attachment |
|------------------|---|----------|--------------------------------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | Yes      | All staff are highly qualified |            |

| 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. | No       | We are not a title 1 school. However, our funds are spent appropriately. |            |

| 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       | We are not a title 1 school. |            |

| 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       | We are not a title 1 targeted school. However, our PD plan is designed to meet the needs of teachers for all students |            |

| 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      | The plan is reviewed annually |            |

| 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      | <a href="http://www.warrencountyschools.org/jodyrichards">www.warrencountyschools.org/jodyrichards</a> |            |

| 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      | <a href="http://www.warrencountyschools.org/jodyrichards">www.warrencountyschools.org/jodyrichards</a> |            |

| 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 of our teachers are highly qualified |            |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| 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. | No       | We are not a title 1 targeted 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. | No       | We are not a title 1 school. |            |

| Label                 | Assurance   | Response | Comment                      | Attachment |
|-----------------------|---|----------|------------------------------|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | No       | We are not a title 1 school. |            |



# Comprehensive School Improvement Plan

Jody Richards Elementary

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| <b>Label</b>          | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b>               | <b>Attachment</b> |
|-----------------------|--|-----------------|------------------------------|-------------------|
| Cap Size Requirements | The school met its cap size requirements without using Title II funds. | No              | We are not a title 1 school. |                   |

# **Phase II - KDE Compliance and Accountability - Schools**

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the overall reading and math proficiency score from KRPEP for all students from a 73.2 to a 73.4

**Measurable Objective 1:**

71% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 10/02/2017 as measured by state K-Prep Assessment..

**Strategy1:**

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited: Scope and Sequence in Go Math Series and Math Innovations Series.

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                |
|---|--------------------------|------------|------------|-------------------------------|----------------------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program | 09/25/2015 | 10/01/2017 | \$1000 - School Council Funds | Teachers and Administrative Team |

| Activity - Standards Work Implementaion   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|--------------------|------------|------------|---------------------------|-----------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the maps, timelines, units, and priority standards developed by the district. They will provide feedback to the district about the implementation through a link. We will be administering the district common assessments school wide that follow the district pacing guides. | Direct Instruction | 10/01/2015 | 10/02/2017 | \$0 - No Funding Required | Teaching Staff<br>ECC |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - Formative Assessment   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--------------------|
| Teachers will use formative pre-assessment data along with District Common Assessment data to guide instruction in flexibly grouped math instruction. | Academic Support Program | 08/01/2012 | 10/01/2017 | \$2000 - School Council Funds | Classroom Teachers |

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------------------|--|
| All students will be flexibly grouped to offer daily supplemental math instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels. | Academic Support Program | 08/06/2012 | 10/02/2017 | \$6500 - School Council Funds | Classroom Teachers, Extended School Services Staff |

## Measurable Objective 2:

73% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading in English Language Arts by 10/01/2017 as measured by state K-Prep Assessment..

## Strategy1:

Reading Instructional Strategies - Reading instruction is drive by the Common Core Standards. Teachers will use the District Pacing Guides, Scott Foresman Reading Series, and District Common Assessment data to guide and target specific reading skills. Other resources used include Reading A-Z, Imagine Learning, Reading Plus, and Lexia.

Category: Continuous Improvement

Research Cited:

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------------|---|
| All students will be flexibly grouped to offer daily supplemental reading instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work wiith these students to improve skills at all instructional learning levels. | Academic Support Program | 09/04/2012 | 10/01/2017 | \$4700 - State Funds    | Classroom teachers, extended school service Daytime Waiver Assistants |

| Activity - Differentiated Instruction  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|--|--------------------|------------|------------|-------------------------------|--------------------|
| Teachers will differentiate reading lessons based on District Common Assessment data and other pre-assessment data to offer continued learning opportunities for all students. | Direct Instruction | 08/01/2012 | 10/01/2017 | \$1000 - School Council Funds | Classroom Teachers |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - PLC's   | Activity Type                             | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                          |
|--|---|------------|------------|-------------------------------|--|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. This allows teachers to continue to differentiate on all student levels. | Other - Professional Learning Communities | 08/01/2015 | 10/01/2017 | \$1000 - School Council Funds | Grade Level Teachers, Administrative staff |

| Activity - Standards Work Implementaion   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the map, timeline, units, and priority standards that were developed. They will provide feedback to the district about the implementation. We will also be administering the district Common Assessments school-Wide that follow the district pacing guides. | Direct Instruction | 08/03/2015 | 10/02/2017 | \$0 - No Funding Required | Staff Members ECC |

## Goal 2:

Teachers will offer higher level challenging learning opportunities for all students to improve instruction in all content areas.

### Measurable Objective 1:

collaborate to share strategies that engage students. by 10/02/2017 as measured by lesson plans, observations.

### Strategy1:

Student Engagement PD - Mini PD sessions will be held in faculty mtgs. and in PLC grade level meetings to target student engagement strategies from John Antonetti PD and math strategies from GRREC Math PD. Teachers will implement these strategies daily to assist with differentiation and student engagement.

Category: Professional Learning & Support

Research Cited: Bob Marzano (Classroom Instruction That Works), John Antonetti, Harvey Silver and Richard Strong (Thoughtful Education)

| Activity - Student Engagement (Ron Clark)   | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|--|------------|------------|-------------------------------|-------------------|
| Teachers are being sent to the Ron Clark Academy for student engagement PD in Atlanta. Over the past two years, Mrs. Martin has sent cadres of teachers to go and learn and bring back strategies to use in the classrooms and share throughout the building. | Academic Support Program Professional Learning | 08/07/2015 | 10/02/2017 | \$8900 - School Council Funds | Teachers          |

| Activity - Student Engagement   | Activity Type         | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible   |
|---|-----------------------|------------|------------|--------------------------|---------------------|
| Teachers will meet weekly in PLC's to share student work from student engagement strategies used in their classrooms. | Professional Learning | 01/06/2014 | 10/02/2017 | \$3900 - Title II Part A | Teachers, Principal |

# Comprehensive School Improvement Plan

Jody Richards Elementary

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## Measurable Objective 2:

collaborate to give specific feedback to students on writing to demonstrate learning tasks. by 10/02/2017 as measured by student progress on classroom formative assessments..

### Strategy1:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly. The principal will give written feedback to students.

Category: Continuous Improvement

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Feedback  | Activity Type | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|---|---------------|------------|------------|---------------------------|---------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Other         | 09/28/2012 | 05/29/2015 | \$0 - No Funding Required | Principal, Teachers |

## Goal 3:

All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level according to the new characteristics.

## Measurable Objective 1:

collaborate to create more instructional opportunities for students to improve their writing skills by 10/02/2017 as measured by Writing Program Review Scores.

### Strategy1:

writing schedule and rubric - Teachers will have a daily assigned class to use for instruction in writing and will follow the JRES Writing Plan.

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction

| Activity - writing rubric   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                     |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers will use a school wide writing scoring rubric to provide feedback to students. | Academic Support Program | 09/06/2013 | 10/02/2017 | \$0 - No Funding Required | Classroom teachers, Curriculum Coordinator, Principal |

## Goal 4:

Teachers will collaborate with colleagues on a regular basis to improve instruction.

# Comprehensive School Improvement Plan

Jody Richards Elementary

## Measurable Objective 1:

collaborate to learn from colleagues through peer observations by 05/29/2015 as measured by teacher feedback after peer observations.

### Strategy1:

Peer Observations - Teachers will be offered release time to observe other teachers in the building to learn from each other.

Category:

Research Cited: Rick Dufour Professional Learning Communities

| Activity - Peer Observation  | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                           |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be allowed to choose which rooms to peer observe and which instructional strategies they would like to learn more about. The District Reading Coach will also offer release time and/or modeling opportunities to collaborate with all teachers. | Professional Learning | 09/13/2013 | 05/30/2014 | \$500 - School Council Funds | Teachers, Principal, District Reading Coach |

## Measurable Objective 2:

demonstrate a proficiency on giving specific feedback to students by 05/29/2015 as measured by submitted student work samples .

### Strategy1:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly which will include extended response and other writing to demonstrate learning tasks. The principal will give written feedback to students and teachers.

Category:

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Samples   | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible             |
|---|-----------------------|------------|------------|------------------------------|-------------------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Professional Learning | 09/06/2013 | 05/30/2014 | \$500 - School Council Funds | Classroom teachers, principal |

### Strategy2:

writing schedule and rubric - Teachers will have a daily assigned class period to use for instruction in writing. Teachers will use a school wide writing scoring rubric to provide feedback to students and will follow the JRES Writing Plan.

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction will guide the writing instruction at all grade levels



# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                               |
|--|--------------------------|------------|------------|-------------------------------|---|
| Teachers will focus on writing to learn and writing to demonstrate learning opportunities built into all areas of the school day with a focus daily during the scheduled time. | Academic Support Program | 08/06/2013 | 05/30/2014 | \$1000 - School Council Funds | All teachers, principal, curriculum coordinator |

## Goal 5:

Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group

## Measurable Objective 1:

collaborate to Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group from a 73.2 to a 73.4 by 10/02/2017 as measured by KPREP Assessment.

## Strategy1:

Novice Reduction - We will continue to focus on moving students out of the novice category. For the 2015-2016 school year we met our Novice reduction goals in all areas. Continuous practice with writing across all curriculum is a focus to improve our writing scores. Ensuring students with IEP's, PSP's, and 504 plans are provided with all of the resources they need to ensure their success.

Category: Continuous Improvement

Research Cited:

| Activity - ISN Notebooks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers incorporate the Interactive Student Notebook in all content areas. Students respond to prompts and learn note taking strategies to enhance their learning. | Direct Instruction | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Teachers          |

| Activity - School Wide Writing Rubrics  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers met this summer in vertical teams to discuss and agree upon one rubric for the primary and a rubric for the intermediate. Teachers also agreed to common language, and what constitutes a certain score. Teachers developed a rubric to use building wide. | Academic Support Program | 07/28/2016 | 10/09/2017 | \$0 - No Funding Required | All teachers, administration, ECC, counselor |

| Activity - ESS Daytime Assistance   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| We have hired two ladies and trained them in the Leveled Literacy Intervention program. These ladies with very small groups of students in reading. | Academic Support Program | 09/10/2015 | 10/02/2017 | \$5000 - State Funds    | ESS Staff         |

## Strategy2:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also

# Comprehensive School Improvement Plan

Jody Richards Elementary

using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited:

| Activity - PLC's  | Activity Type                                       | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|---|------------|------------|-------------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program Behavioral Support Program | 08/01/2012 | 10/02/2017 | \$1000 - School Council Funds | Teachers          |

| Activity - Special Education and ELL   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                  |
|--|--------------------------|------------|------------|-------------------------------|------------------------------------|
| Students with Individual Education Plan or PSP's will be supported with individualized math instruction using a variety of instructional materials including: Number Worlds, Ortiga Math, Do the Math, Imagine Learning, Dream Box, Making Math Magic, and Van de Walle resources. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$5000 - School Council Funds | Special Education and ELL teachers |

| Activity - Child Study Teams   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------------|------------|------------|---------------------------|--|
| Child Study Teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math and behavior. | Academic Support Program | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Administration<br>ECC<br>Counselor<br>Grade Level Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist |

### Strategy3:

Reading Instructional Strategies - The Common Core English/Language Arts will drive all instruction. All teachers will use the Scott Foresman Reading Series scope and sequence, which is aligned with the Common Core for core reading instruction to determine targeted skills.

Category: Continuous Improvement

Research Cited: Scott Foresman, Basal Scope and Sequence, Common Core Standards, District Pacing Guide.

| Activity - Special Education and ELL  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--|
| Students with Individual Education Plan reading goals or Individual ELL Service Plans may receive instruction using a variety of research based materials including: SRA Reading Mastery and Corrective Reading, Language for Learning. A variety of software and web based programs are used regularly: Lexia, Tuned into learning, Imagine Learning, EET, Reading Plus, Leveled Literacy, Scholastic Study Jams, Step Up to Writing, Reading A-Z, | Academic Support Program | 08/01/2012 | 10/02/2017 | \$6000 - School Council Funds | Special Education Teachers, ELL Teachers, Classroom Teachers, District Special Ed. Consultant. |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. The Data Analysis form allows teachers to look at and analyze individual student data including those with IEP's, or PSP's. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$4700 - State Funds    | All Teachers      |

| Activity - Child Study Teams  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--|
| Child Study teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math, and behavior. | Academic Support Program | 08/09/2012 | 10/02/2017 | \$0 - No Funding Required | Principal<br>ECC<br>Guidance Counselor<br>Classroom Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist<br>Administration |

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

**Goal 1:**

Increase the overall reading and math proficiency score from KRPEP for all students from a 73.2 to a 73.4

**Measurable Objective 1:**

71% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 10/02/2017 as measured by state K-Prep Assessment..

**Strategy1:**

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited: Scope and Sequence in Go Math Series and Math Innovations Series.

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - Formative Assessment   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--------------------|
| Teachers will use formative pre-assessment data along with District Common Assessment data to guide instruction in flexibly grouped math instruction. | Academic Support Program | 08/01/2012 | 10/01/2017 | \$2000 - School Council Funds | Classroom Teachers |

| Activity - Standards Work Implementaion   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|--------------------|------------|------------|---------------------------|-----------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the maps, timelines, units, and priority standards developed by the district. They will provide feedback to the district about the implementation through a link. We will be administering the district common assessments school wide that follow the district pacing guides. | Direct Instruction | 10/01/2015 | 10/02/2017 | \$0 - No Funding Required | Teaching Staff<br>ECC |

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                |
|---|--------------------------|------------|------------|-------------------------------|----------------------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program | 09/25/2015 | 10/01/2017 | \$1000 - School Council Funds | Teachers and Administrative Team |

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                                     |
|---|--------------------------|------------|------------|-------------------------------|---|
| All students will be flexibly grouped to offer daily supplemental math instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels. | Academic Support Program | 08/06/2012 | 10/02/2017 | \$6500 - School Council Funds | Classroom Teachers,<br>Extended School Services Staff |

## Measurable Objective 2:

73% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading in English Language Arts by 10/01/2017 as measured by state K-Prep Assessment..

## Strategy1:

Reading Instructional Strategies - Reading instruction is drive by the Common Core Standards. Teachers will use the District Pacing Guides, Scott Foresman Reading Series, and District Common Assessment data to guide and target specific reading skills. Other resources used include Reading A-Z, Imagine Learning, Reading Plus, and Lexia.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - Standards Work Implementaion   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible    |
|---|--------------------|------------|------------|---------------------------|----------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the map, timeline, units, and priority standards that were developed. They will provide feedback to the district about the implementation. We will also be administering the district Common Assessments school-Wide that follow the district pacing guides. | Direct Instruction | 08/03/2015 | 10/02/2017 | \$0 - No Funding Required | Staff Members<br>ECC |

| Activity - Response to Intervention  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------------|---|
| All students will be flexibly grouped to offer daily supplemental reading instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels. | Academic Support Program | 09/04/2012 | 10/01/2017 | \$4700 - State Funds    | Classroom teachers,<br>extended school service<br>Daytime Waiver Assistants |

| Activity - Differentiated Instruction  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|--|--------------------|------------|------------|-------------------------------|--------------------|
| Teachers will differentiate reading lessons based on District Common Assessment data and other pre-assessment data to offer continued learning opportunities for all students. | Direct Instruction | 08/01/2012 | 10/01/2017 | \$1000 - School Council Funds | Classroom Teachers |

| Activity - PLC's   | Activity Type                             | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                             |
|--|---|------------|------------|-------------------------------|---|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. This allows teachers to continue to differentiate on all student levels. | Other - Professional Learning Communities | 08/01/2015 | 10/01/2017 | \$1000 - School Council Funds | Grade Level Teachers,<br>Administrative staff |

## Goal 2:

Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group

### Measurable Objective 1:

collaborate to increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group from a 73.2 to a 73.4 by 10/02/2017 as measured by KPREP Assessment.

### Strategy1:

Reading Instructional Strategies - The Common Core English/Language Arts will drive all instruction. All teachers will use the Scott Foresman Reading Series scope and sequence, which is aligned with the Common Core for core reading instruction to determine targeted skills.

# Comprehensive School Improvement Plan

Jody Richards Elementary

Category: Continuous Improvement

Research Cited: Scott Foresman, Basal Scope and Sequence, Common Core Standards, District Pacing Guide.

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. The Data Analysis form allows teachers to look at and analyze individual student data including those with IEP's, or PSP's. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$4700 - State Funds    | All Teachers      |

| Activity - Child Study Teams  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--|
| Child Study teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math, and behavior. | Academic Support Program | 08/09/2012 | 10/02/2017 | \$0 - No Funding Required | Principal<br>ECC<br>Guidance Counselor<br>Classroom Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist<br>Administration |

| Activity - Special Education and ELL  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--|
| Students with Individual Education Plan reading goals or Individual ELL Service Plans may receive instruction using a variety of research based materials including: SRA Reading Mastery and Corrective Reading, Language for Learning. A variety of software and web based programs are used regularly: Lexia, Tuned into learning, Imagine Learning, EET, Reading Plus, Leveled Literacy, Scholastic Study Jams, Step Up to Writing, Reading A-Z, | Academic Support Program | 08/01/2012 | 10/02/2017 | \$6000 - School Council Funds | Special Education Teachers, ELL Teachers, Classroom Teachers, District Special Ed. Consultant. |

## Strategy2:

Novice Reduction - We will continue to focus on moving students out of the novice category. For the 2015-2016 school year we met our Novice reduction goals in all areas. Continuous practice with writing across all curriculum is a focus to improve our writing scores. Ensuring students with IEP's, PSP's, and 504 plans are provided with all of the resources they need to ensure their success.

Category: Continuous Improvement

Research Cited:

| Activity - ESS Daytime Assistance   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| We have hired two ladies and trained them in the Leveled Literacy Intervention program. These ladies with very small groups of students in reading. | Academic Support Program | 09/10/2015 | 10/02/2017 | \$5000 - State Funds    | ESS Staff         |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - ISN Notebooks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers incorporate the Interactive Student Notebook in all content areas. Students respond to prompts and learn note taking strategies to enhance their learning. | Direct Instruction | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Teachers          |

| Activity - School Wide Writing Rubrics  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers met this summer in vertical teams to discuss and agree upon one rubric for the primary and a rubric for the intermediate. Teachers also agreed to common language, and what constitutes a certain score. Teachers developed a rubric to use building wide. | Academic Support Program | 07/28/2016 | 10/09/2017 | \$0 - No Funding Required | All teachers, administration, ECC, counselor |

### Strategy3:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited:

| Activity - Child Study Teams   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------------|------------|------------|---------------------------|--|
| Child Study Teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math and behavior. | Academic Support Program | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Administration<br>ECC<br>Counselor<br>Grade Level Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist |

| Activity - Special Education and ELL   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                  |
|--|--------------------------|------------|------------|-------------------------------|------------------------------------|
| Students with Individual Education Plan or PSP's will be supported with individualized math instruction using a variety of instructional materials including: Number Worlds, Ortiga Math, Do the Math, Imagine Learning, Dream Box, Making Math Magic, and Van de Walle resources. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$5000 - School Council Funds | Special Education and ELL teachers |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - PLC's  | Activity Type  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|--|------------|------------|-------------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program<br>Behavioral Support Program | 08/01/2012 | 10/02/2017 | \$1000 - School Council Funds | Teachers          |

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

**Goal 1:**

All incoming kindergarten students will be screened for readiness using the Brigance Assessment.

**Measurable Objective 1:**

collaborate to assess all incoming kindergarteners for kindergarten readiness by 10/02/2017 as measured by Brigance Kindergarten Readiness Assessment.

**Strategy1:**

Kindergarten Readiness - All kindergarten teachers and assistants will be trained to administer the Brigance Assessment and administer it with all incoming students within the first four weeks. All assessment results will be used to guide the delivery of individualized instruction.

Category:

Research Cited: Brigance Assessment is a nationally normed early childhood screening tool.

| Activity - Kindergarten Readiness Family Night  | Activity Type      | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible   |
|---|--------------------|------------|------------|------------------------------|---|
| Incoming kindergarten families will be invited to a family night in the spring of 2015 to offer activities to prepare students for the following fall Kindergarten enrollment. The evening includes visits to Kindergarten centers in rooms, school tours and a bus ride around the school. | Parent Involvement | 04/01/2015 | 05/29/2015 | \$200 - School Council Funds | Kindergarten Teachers<br>ECC Administration<br>Bus Transportation |

| Activity - Staff Training                        | Activity Type         | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|--|-----------------------|------------|------------|-------------------------------|--|
| Training will be provided at the district level. | Professional Learning | 07/01/2013 | 05/29/2015 | \$1000 - School Council Funds | Kindergarten Teachers and Assistants<br>Curriculum Coordinator |

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



# Comprehensive School Improvement Plan

Jody Richards Elementary

## Goal 1:

All incoming kindergarten students will be screened for readiness using the Brigance Assessment.

## Measurable Objective 1:

collaborate to assess all incoming kindergarteners for kindergarten readiness by 10/02/2017 as measured by Brigance Kindergarten Readiness Assessment.

## Strategy1:

Kindergarten Readiness - All kindergarten teachers and assistants will be trained to administer the Brigance Assessment and administer it with all incoming students within the first four weeks. All assessment results will be used to guide the delivery of individualized instruction.

Category:

Research Cited: Brigance Assessment is a nationally normed early childhood screening tool.

| Activity - Kindergarten Readiness Family Night  | Activity Type      | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible  |
|---|--------------------|------------|------------|------------------------------|--|
| Incoming kindergarten families will be invited to a family night in the spring of 2015 to offer activities to prepare students for the following fall Kindergarten enrollment. The evening includes visits to Kindergarten centers in rooms, school tours and a bus ride around the school. | Parent Involvement | 04/01/2015 | 05/29/2015 | \$200 - School Council Funds | Kindergarten Teachers<br>ECC<br>Administration<br>Bus Transportation |

| Activity - Staff Training                        | Activity Type         | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|--|-----------------------|------------|------------|-------------------------------|--|
| Training will be provided at the district level. | Professional Learning | 07/01/2013 | 05/29/2015 | \$1000 - School Council Funds | Kindergarten Teachers and Assistants<br>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:

Increase the overall reading and math proficiency score from KRPEP for all students from a 73.2 to a 73.4

## Measurable Objective 1:

73% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in reading in English Language Arts by 10/01/2017 as measured by state K-Prep Assessment..

## Strategy1:

Reading Instructional Strategies - Reading instruction is drive by the Common Core Standards. Teachers will use the District Pacing Guides,

# Comprehensive School Improvement Plan

Jody Richards Elementary

Scott Foresman Reading Series, and District Common Assessment data to guide and target specific reading skills. Other resources used include Reading A-Z, Imagine Learning, Reading Plus, and Lexia.

Category: Continuous Improvement

Research Cited:

| Activity - Response to Intervention  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------------|---|
| All students will be flexibly grouped to offer daily supplemental reading instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels. | Academic Support Program | 09/04/2012 | 10/01/2017 | \$4700 - State Funds    | Classroom teachers, extended school service Daytime Waiver Assistants |

| Activity - PLC's   | Activity Type                             | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                          |
|--|---|------------|------------|-------------------------------|--|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. This allows teachers to continue to differentiate on all student levels. | Other - Professional Learning Communities | 08/01/2015 | 10/01/2017 | \$1000 - School Council Funds | Grade Level Teachers, Administrative staff |

| Activity - Differentiated Instruction  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|--|--------------------|------------|------------|-------------------------------|--------------------|
| Teachers will differentiate reading lessons based on District Common Assessment data and other pre-assessment data to offer continued learning opportunities for all students. | Direct Instruction | 08/01/2012 | 10/01/2017 | \$1000 - School Council Funds | Classroom Teachers |

| Activity - Standards Work Implementaion   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the map, timeline, units, and priority standards that were developed. They will provide feedback to the district about the implementation. We will also be administering the district Common Assessments school-Wide that follow the district pacing guides. | Direct Instruction | 08/03/2015 | 10/02/2017 | \$0 - No Funding Required | Staff Members ECC |

## Measurable Objective 2:

71% of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency in math reasoning and problem solving in Mathematics by 10/02/2017 as measured by state K-Prep Assessment..

## Strategy1:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use

# Comprehensive School Improvement Plan

Jody Richards Elementary

Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited: Scope and Sequence in Go Math Series and Math Innovations Series.

| Activity - Formative Assessment   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--------------------|
| Teachers will use formative pre-assessment data along with District Common Assessment data to guide instruction in flexibly grouped math instruction. | Academic Support Program | 08/01/2012 | 10/01/2017 | \$2000 - School Council Funds | Classroom Teachers |

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                |
|---|--------------------------|------------|------------|-------------------------------|----------------------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program | 09/25/2015 | 10/01/2017 | \$1000 - School Council Funds | Teachers and Administrative Team |

| Activity - Response to Intervention   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                                  |
|---|--------------------------|------------|------------|-------------------------------|--|
| All students will be flexibly grouped to offer daily supplemental math instruction (Intervention, extra practice, or extension). Certified teachers and support staff will work with these students to improve skills at all instructional learning levels. | Academic Support Program | 08/06/2012 | 10/02/2017 | \$6500 - School Council Funds | Classroom Teachers, Extended School Services Staff |

| Activity - Standards Work Implementaion   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|--------------------|------------|------------|---------------------------|-----------------------|
| Teachers will implement the Standards Work that was completed by the district during the 12-13 school year. Teachers will follow the maps, timelines, units, and priority standards developed by the district. They will provide feedback to the district about the implementation through a link. We will be administering the district common assessments school wide that follow the district pacing guides. | Direct Instruction | 10/01/2015 | 10/02/2017 | \$0 - No Funding Required | Teaching Staff<br>ECC |

## Goal 2:

Teachers will offer higher level challenging learning opportunities for all students to improve instruction in all content areas.

## Measurable Objective 1:

collaborate to share strategies that engage students. by 10/02/2017 as measured by lesson plans, observations.

# Comprehensive School Improvement Plan

Jody Richards Elementary

## Strategy1:

Student Engagement PD - Mini PD sessions will be held in faculty mtgs. and in PLC grade level meetings to target student engagement strategies from John Antonetti PD and math strategies from GRREC Math PD. Teachers will implement these strategies daily to assist with differentiation and student engagement.

Category: Professional Learning & Support

Research Cited: Bob Marzano (Classroom Instruction That Works), John Antonetti, Harvey Silver and Richard Strong (Thoughtful Education)

| Activity - Student Engagement   | Activity Type         | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible   |
|---|-----------------------|------------|------------|--------------------------|---------------------|
| Teachers will meet weekly in PLC's to share student work from student engagement strategies used in their classrooms. | Professional Learning | 01/06/2014 | 10/02/2017 | \$3900 - Title II Part A | Teachers, Principal |

| Activity - Student Engagement (Ron Clark)   | Activity Type                                  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|--|------------|------------|-------------------------------|-------------------|
| Teachers are being sent to the Ron Clark Academy for student engagement PD in Atlanta. Over the past two years, Mrs. Martin has sent cadres of teachers to go and learn and bring back strategies to use in the classrooms and share throughout the building. | Professional Learning Academic Support Program | 08/07/2015 | 10/02/2017 | \$8900 - School Council Funds | Teachers          |

## Measurable Objective 2:

collaborate to give specific feedback to students on writing to demonstrate learning tasks. by 10/02/2017 as measured by student progress on classroom formative assessments..

## Strategy1:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly. The principal will give written feedback to students.

Category: Continuous Improvement

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Feedback  | Activity Type | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|---|---------------|------------|------------|---------------------------|---------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Other         | 09/28/2012 | 05/29/2015 | \$0 - No Funding Required | Principal, Teachers |

## Goal 3:

Teachers will collaborate with colleagues on a regular basis to improve instruction.

# Comprehensive School Improvement Plan

Jody Richards Elementary

## Measurable Objective 1:

collaborate to work together in professional learning communities to improve instruction by 05/29/2015 as measured by Tell Survey results.

### Strategy1:

Program Review - All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level.

Category:

Research Cited: Program reviews are state mandated.

| Activity - Program Review Committees  | Activity Type         | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                              |
|---|-----------------------|------------|------------|-------------------------------|--|
| Teachers will work together in Program Review Committees to ensure all existing proficient Program Review evidence is maintained and to improve to proficiency in the Arts/Humanities and Writing Components. | Professional Learning | 08/16/2013 | 05/30/2014 | \$1000 - School Council Funds | All teachers including related arts, principal |

| Activity - Drama opportunities   | Activity Type            | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                          |
|--|--------------------------|------------|------------|------------------------------|--|
| Every grade level will be offered supplemental drama classes provided by our music and art teacher. Also, teachers will incorporate more drama into their every day lessons. | Academic Support Program | 09/20/2013 | 05/30/2014 | \$500 - School Council Funds | Music and Art Teachers, Classroom Teachers |

## Measurable Objective 2:

demonstrate a proficiency on giving specific feedback to students by 05/29/2015 as measured by submitted student work samples .

### Strategy1:

Student Work Samples - Teachers will turn in student work samples from higher level thinking tasks to the principal bi-monthly which will include extended response and other writing to demonstrate learning tasks. The principal will give written feedback to students and teachers.

Category:

Research Cited: Bob Marzano (Classroom Instruction That Works), John Hattie's (Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement)

| Activity - Student Work Samples   | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible             |
|---|-----------------------|------------|------------|------------------------------|-------------------------------|
| Principal will monitor higher level tasks being implemented and student achievement on those tasks. Students will receive motivation to improve by receiving feedback from teacher and principal. | Professional Learning | 09/06/2013 | 05/30/2014 | \$500 - School Council Funds | Classroom teachers, principal |

### Strategy2:

writing schedule and rubric - Teachers will have a daily assigned class period to use for instruction in writing. Teachers will use a school wide writing scoring rubric to provide feedback to students and will follow the JRES Writing Plan.

# Comprehensive School Improvement Plan

Jody Richards Elementary

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction will guide the writing instruction at all grade levels

| Activity - writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                               |
|--|--------------------------|------------|------------|-------------------------------|---|
| Teachers will focus on writing to learn and writing to demonstrate learning opportunities built into all areas of the school day with a focus daily during the scheduled time. | Academic Support Program | 08/06/2013 | 05/30/2014 | \$1000 - School Council Funds | All teachers, principal, curriculum coordinator |

### Measurable Objective 3:

collaborate to learn from colleagues through peer observations by 05/29/2015 as measured by teacher feedback after peer observations.

### Strategy1:

Peer Observations - Teachers will be offered release time to observe other teachers in the building to learn from each other.

Category:

Research Cited: Rick Dufour Professional Learning Communities

| Activity - Peer Observation  | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                           |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers will be allowed to choose which rooms to peer observe and which instructional strategies they would like to learn more about. The District Reading Coach will also offer release time and/or modeling opportunities to collaborate with all teachers. | Professional Learning | 09/13/2013 | 05/30/2014 | \$500 - School Council Funds | Teachers, Principal, District Reading Coach |

### Strategy2:

PGES - Teachers will learn about the different components of the new Professional Growth and Evaluation System (PGES) that will go into affect in fall, 2014. An introduction to the PGES, SMART goals and Professional goal setting and peer observation mini-trainings will be conducted.

Category:

Research Cited: PGES is a mandate of the state dept of education.

| Activity - PGES training  | Activity Type         | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------------|---|
| Mini PD sessions will be conducted by Green River Regional Education Cooperative staff to offer teachers an introduction to the PGES. | Professional Learning | 01/10/2014 | 05/30/2014 | \$1000 - School Council Funds | Green River Regional Education Cooperative staff, principal, teachers |

### Goal 4:

Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group

### Measurable Objective 1:

# Comprehensive School Improvement Plan

Jody Richards Elementary

collaborate to increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group from a 73.2 to a 73.4 by 10/02/2017 as measured by KPREP Assessment.

## Strategy1:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited:

| Activity - Child Study Teams   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------------|------------|------------|---------------------------|--|
| Child Study Teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math and behavior. | Academic Support Program | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Administration<br>ECC<br>Counselor<br>Grade Level Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist |

| Activity - Special Education and ELL   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                  |
|--|--------------------------|------------|------------|-------------------------------|------------------------------------|
| Students with Individual Education Plan or PSP's will be supported with individualized math instruction using a variety of instructional materials including: Number Worlds, Ortiga Math, Do the Math, Imagine Learning, Dream Box, Making Math Magic, and Van de Walle resources. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$5000 - School Council Funds | Special Education and ELL teachers |

| Activity - PLC's  | Activity Type  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|--|------------|------------|-------------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program<br>Behavioral Support Program | 08/01/2012 | 10/02/2017 | \$1000 - School Council Funds | Teachers          |

## Strategy2:

Novice Reduction - We will continue to focus on moving students out of the novice category. For the 2015-2016 school year we met our Novice reduction goals in all areas. Continuous practice with writing across all curriculum is a focus to improve our writing scores. Ensuring students with IEP's, PSP's, and 504 plans are provided with all of the resources they need to ensure their success.

Category: Continuous Improvement

Research Cited:

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - ESS Daytime Assistance   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| We have hired two ladies and trained them in the Leveled Literacy Intervention program. These ladies with very small groups of students in reading. | Academic Support Program | 09/10/2015 | 10/02/2017 | \$5000 - State Funds    | ESS Staff         |

| Activity - ISN Notebooks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers incorporate the Interactive Student Notebook in all content areas. Students respond to prompts and learn note taking strategies to enhance their learning. | Direct Instruction | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Teachers          |

| Activity - School Wide Writing Rubrics  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers met this summer in vertical teams to discuss and agree upon one rubric for the primary and a rubric for the intermediate. Teachers also agreed to common language, and what constitutes a certain score. Teachers developed a rubric to use building wide. | Academic Support Program | 07/28/2016 | 10/09/2017 | \$0 - No Funding Required | All teachers, administration, ECC, counselor |

### Strategy3:

Reading Instructional Strategies - The Common Core English/Language Arts will drive all instruction. All teachers will use the Scott Foresman Reading Series scope and sequence, which is aligned with the Common Core for core reading instruction to determine targeted skills.

Category: Continuous Improvement

Research Cited: Scott Foresman, Basal Scope and Sequence, Common Core Standards, District Pacing Guide.

| Activity - Child Study Teams  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--|
| Child Study teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math, and behavior. | Academic Support Program | 08/09/2012 | 10/02/2017 | \$0 - No Funding Required | Principal<br>ECC<br>Guidance Counselor<br>Classroom Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist<br>Administration |

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. The Data Analysis form allows teachers to look at and analyze individual student data including those with IEP's, or PSP's. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$4700 - State Funds    | All Teachers      |



# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - Special Education and ELL  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--|
| Students with Individual Education Plan reading goals or Individual ELL Service Plans may receive instruction using a variety of research based materials including: SRA Reading Mastery and Corrective Reading, Language for Learning. A variety of software and web based programs are used regularly: Lexia, Tuned into learning, Imagine Learning, EET, Reading Plus, Leveled Literacy, Scholastic Study Jams, Step Up to Writing, Reading A-Z, | Academic Support Program | 08/01/2012 | 10/02/2017 | \$6000 - School Council Funds | Special Education Teachers, ELL Teachers, Classroom Teachers, District Special Ed. Consultant. |

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group

### Measurable Objective 1:

collaborate to Increase the overall reading and math proficiency score from KRPEP for our Non-Duplicated Gap Group from a 73.2 to a 73.4 by 10/02/2017 as measured by KPREP Assessment.

### Strategy1:

Math Instructional Strategies - The Common Core Math standards will drive all instruction. All Kindergarten through 5th grade will use Houghton Mifflin Go Math Series, and 6th grade is using Kendall Hunt Math innovations series for core math instructions. Teachers are also using the District math pacing guides along with the District Common Assessments to target specific math skills to target.

Category: Continuous Improvement

Research Cited:

| Activity - PLC's  | Activity Type  | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible |
|---|--|------------|------------|-------------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. | Academic Support Program<br>Behavioral Support Program | 08/01/2012 | 10/02/2017 | \$1000 - School Council Funds | Teachers          |

# Comprehensive School Improvement Plan

Jody Richards Elementary

| Activity - Child Study Teams   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------------|------------|------------|---------------------------|--|
| Child Study Teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math and behavior. | Academic Support Program | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Administration<br>ECC<br>Counselor<br>Grade Level Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist |

| Activity - Special Education and ELL   | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                  |
|--|--------------------------|------------|------------|-------------------------------|------------------------------------|
| Students with Individual Education Plan or PSP's will be supported with individualized math instruction using a variety of instructional materials including: Number Worlds, Ortiga Math, Do the Math, Imagine Learning, Dream Box, Making Math Magic, and Van de Walle resources. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$5000 - School Council Funds | Special Education and ELL teachers |

## Strategy2:

Novice Reduction - We will continue to focus on moving students out of the novice category. For the 2015-2016 school year we met our Novice reduction goals in all areas. Continuous practice with writing across all curriculum is a focus to improve our writing scores. Ensuring students with IEP's, PSP's, and 504 plans are provided with all of the resources they need to ensure their success.

Category: Continuous Improvement

Research Cited:

| Activity - School Wide Writing Rubrics  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers met this summer in vertical teams to discuss and agree upon one rubric for the primary and a rubric for the intermediate. Teachers also agreed to common language, and what constitutes a certain score. Teachers developed a rubric to use building wide. | Academic Support Program | 07/28/2016 | 10/09/2017 | \$0 - No Funding Required | All teachers, administration, ECC, counselor |

| Activity - ESS Daytime Assistance   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| We have hired two ladies and trained them in the Leveled Literacy Intervention program. These ladies with very small groups of students in reading. | Academic Support Program | 09/10/2015 | 10/02/2017 | \$5000 - State Funds    | ESS Staff         |

| Activity - ISN Notebooks  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Teachers incorporate the Interactive Student Notebook in all content areas. Students respond to prompts and learn note taking strategies to enhance their learning. | Direct Instruction | 08/08/2012 | 10/02/2017 | \$0 - No Funding Required | Teachers          |

## Strategy3:

Reading Instructional Strategies - The Common Core English/Language Arts will drive all instruction. All teachers will use the Scott Foresman Reading Series scope and sequence, which is aligned with the Common Core for core reading instruction to determine targeted

# Comprehensive School Improvement Plan

Jody Richards Elementary

skills.

Category: Continuous Improvement

Research Cited: Scott Foresman, Basal Scope and Sequence, Common Core Standards, District Pacing Guide.

| Activity - PLC's  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Grade level teams meet weekly with an extended planning time to look at data from District Common Assessments and other formal assessments to target areas of improvement in content areas. Teachers complete the DCA Analysis Form to reflect on each unit taught. Teachers highlight strengths and weaknesses, and they determine areas and/or standards that need to be re-taught. The Data Analysis form allows teachers to look at and analyze individual student data including those with IEP's, or PSP's. | Academic Support Program | 08/01/2012 | 10/02/2017 | \$4700 - State Funds    | All Teachers      |

| Activity - Special Education and ELL  | Activity Type            | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------------------|--|
| Students with Individual Education Plan reading goals or Individual ELL Service Plans may receive instruction using a variety of research based materials including: SRA Reading Mastery and Corrective Reading, Language for Learning. A variety of software and web based programs are used regularly: Lexia, Tuned into learning, Imagine Learning, EET, Reading Plus, Leveled Literacy, Scholastic Study Jams, Step Up to Writing, Reading A-Z, | Academic Support Program | 08/01/2012 | 10/02/2017 | \$6000 - School Council Funds | Special Education Teachers, ELL Teachers, Classroom Teachers, District Special Ed. Consultant. |

| Activity - Child Study Teams  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--|
| Child Study teams will meet every 6 weeks to discuss tier placement, student progress, and recommendations for special education referrals for reading, math, and behavior. | Academic Support Program | 08/09/2012 | 10/02/2017 | \$0 - No Funding Required | Principal<br>ECC<br>Guidance Counselor<br>Classroom Teachers<br>ESL Teacher<br>Speech Teacher<br>School Psychologist<br>Administration |

**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)

# Comprehensive School Improvement Plan

Jody Richards Elementary

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

## Goal 1:

All teachers at Jody Richards will collaborate to offer equal access for all students in the Arts and Humanities and Writing Instruction to improve these two areas' Program Review scores to the proficient level according to the new characteristics.

## Measurable Objective 1:

collaborate to create more instructional opportunities for students to improve their writing skills by 10/02/2017 as measured by Writing Program Review Scores.

## Strategy1:

writing schedule and rubric - Teachers will have a daily assigned class to use for instruction in writing and will follow the JRES Writing Plan.

Category: Continuous Improvement

Research Cited: Scott Foresman Reading Series scope and sequence which incorporates writing instruction

| Activity - writing rubric   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                     |
|---|--------------------------|------------|------------|---------------------------|---|
| Teachers will use a school wide writing scoring rubric to provide feedback to students. | Academic Support Program | 09/06/2013 | 10/02/2017 | \$0 - No Funding Required | Classroom teachers, Curriculum Coordinator, Principal |

## Measurable Objective 2:

demonstrate a proficiency in the Arts and Humanities Program Review by 10/02/2017 as measured by increased opportunities for students in the area of drama concepts..

## Strategy1:

Drama - Every grade level will be offered supplemental drama classes with our music and art teacher. Also, teachers will incorporate more drama into their every day lessons.

Category:

Research Cited: An important strategy for students to retain information through movement and drama is through engaging in drama and action activities.

| Activity - Drama                                   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                          |
|--|--------------------------|------------|------------|---------------------------|--|
| Drama activities offered by music and art teacher. | Academic Support Program | 09/13/2013 | 05/29/2015 | \$0 - No Funding Required | Music and Art Teachers, classroom teachers |

# **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?**

Jody Richards Elementary School (JRES) opened its doors in August 2012. We currently serve approximately 750 students in preschool-6th grade. Our beautiful campus is an energy efficient facility that is equipped with current technology and resources.

JRES demographics include approximately 21% free/reduced lunch students, 8% minority and 11% English Language Learners with at least 20 different countries represented. JRES is fortunate to have many support systems from within the community including a strong parent volunteer program with many consistent volunteer hours logged daily. Western Kentucky University (WKU) is another important groups that supports our school. Preservice teachers in the WKU Education Program collaborate with JRES teachers in the WKU Math/Science field experience program assisting with all grade levels. WKU Student Teachers and WKU student volunteers also work with our staff and students throughout the school year. Local businesses through our Chamber of Commerce provide a variety of collaborative partnerships including United Way service partners.

## **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.**

Jody Richards Elementary School's mission is to begin with the end in mind to become college, career, and citizenship ready. JRES strives for academic excellence with high expectations for all students with a strong focus on differentiated instruction and student engagement. The Common Core National Standards are being implemented in English/Language Arts and Math. The National Science standards are also being used school wide. Our goal is for each student to build a strong foundation for success in college and the workforce. JRES is a leadership school using the model of Franklin Covey's Leader in Me program, following Stephen Covey's 7 Habits for Highly Effective People. We are teaching students to take responsibility and ownership in their own learning while striving for excellence in all academic areas. Along with this, is a strong focus on service learning to ensure we are guiding our students to learn the importance of citizenship as well.

JRES has a strong, dedicated staff that is committed to helping every child grow and develop their love for learning. JRES believes all students have the right to learn in a safe, caring atmosphere. The school utilizes PBIS (Positive Behavioral Intervention and Support) to proactively encourage positive behavior. The PBIS initiative reduces discipline issues and distractions, which increase student learning. JRES students are taught school-wide expectations and procedures for all common areas within the building. All students are encouraged to lead by example and model a strong work ethic. This contributes to a productive and respectful learning environment.



## **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.**

JRES has worked really hard to have a growth mindset among our staff as well as all students. We know that in order to continue improve as a school, we must stay focused and be willing to learn and grown in all areas. In only its second year of existence, Jody Richards Elementary was recognized as a school with high achievement. Our first year's KPREP scores ranked in the 83rd percentile statewide and was labeled as a proficient/progressing Kentucky school, with 66.6 as its overall score. Last year our school was recognized as a school of Distinction. Through the hard work of our staff and students, our KPREP scores continue to grow in almost all areas, and this year we were a Distinguished Progressing School. The overall score for our school this year is a 84.4%

Our school's overall percentages of all students scoring Proficient/Distinguished on K-PREP were:

Reading- 77.9%

Math-68.4%

Social Studies- 84.7%

Writing- 56.7%

Language- 62.7%

This year we grew in all the academic areas above except for Language Mechanics. This will continue to be an area of improvement school wide, along with writing. This year we continue to focus on writing building wide as we strive to improve in this area. Our Student Technology Leadership Program, JR. Beta Club, and Academic Team have all earned local and regional awards in a variety of competitions. The STLP and Jr. Beta Club have had students compete at the state level as well.

Our staff continues to focus on the curriculum using formative assessment to guide their instruction daily. A strong focus on research based instructional strategies to improve student engagement in all content areas, is a priority at every grade level. Teaching students to reflect and take ownership in their own learning, as well as writing to demonstrate leaning is a strong focus for improvement in all content areas across grade levels.

## **Additional Information**

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

JRES is continuing a strong focus on the learning environment and creating a collaborative culture for teachers. Since student achievement is always at the forefront of every decision JRES makes, stronger Professional Learning Communities (PLC's) that are truly data driven continue to be a focus. This year we continue to implement electronic data walls during our Child Study Team Meetings to have a "whole child" approach when making data driven decisions to guide instruction. PLC guidelines are being utilized by all PLC's to help maintain this focus. In our school wide schedule we have given all grade level teachers extra planning time, one day a week, to focus on ways to improve student achievement. Teachers are also taking advantage of opportunities to conduct peer observations to learn from each other. In addition, differentiated instruction is a strong focus for all student populations to ensure rigorous instruction, including the gifted subgroup that is performing at rates, but still needs additional extended learning opportunities to continue to grow. John Antoinette's "Student Engagement" on-going professional development is being used which is based on research based best practice including Marzano's strategies, Bloom's Taxonomy, as well as, Silver & Strong's "Thoughtful Education" strategies. We are very proud of several honors that our school has received. For the past three years, JRES was recognized as the "Top School in Kentucky" to raise money for the American Heart Association through the American Red Cross. Also, our Junior Beta currently holds a school of distinction status. These are just a few accomplishments that we are honored to share.