



# Comprehensive School Improvement Plan

Rockfield Elementary School  
Warren County School District

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Bowling Green, KY 42101

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

# **Executive Summary**

## **Introduction**

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

Rockfield Elementary, established in 1920, is a Pre-K thru grade 6 school located at 7597 Russellville Road in Rockfield, a small rural community in Warren County, Kentucky. Warren County Public Schools has a total enrollment of 14,426 students. The school is a school-wide Title I school. Over the last three years, Rockfield Elementary has experienced substantial growth in student population. In the 2011-2012 school year student enrollment was approximately 660 students (including preschool). In the current 2012-2013 school year, Rockfield has seen a growth in student population to 724 students.

The community of Rockfield is actively involved in our daily school life. Our community IGA is our school business partner. Parent volunteers have logged over 2,000 hours over the last two school years. Our PTO and Family Resource Center sponsor parent and grandparent involvement activities throughout the school year to create a positive parent partnership with the school. High expectations and "no excuses" is stressed daily. Everyone has the right and opportunity as a student to a high quality education.

Demographics of the student population include the following in approximate percentages:

Asian-0.42%

Black/African American-5%

Hispanic/Latino-3%

White-89%

Two or more races-3.3%

Female-47%

Male-53%

Special Education-18%

Free and Reduced Lunch-63%

Rockfield Elementary employees 49 certified employees and 30 classified employees. Our staff is ever-dedicated to establishing excellence and creating a dynamic learning environment in which to cultivate the minds of our students. Our average student to teacher ration is 15:1. We have four National Board Certified Teachers and two in the process of achieving certification. Our teachers' average years of teaching experience is 10.1. All of our teachers are highly qualified. 22.7% of our teachers hold a Bachelor's Degree, 56.8% hold a Masters Degree, and 20.5% have a Rank I Certification.

Technology is ever-changing and has changed dramatically at Rockfield over the last three years. Our student to internet connected instructional computer ratio is 2:1:1 while 73.3% of our computers meet state minimum standards. Students have access to three portable laptop carts (each containing 32 laptop computers); two portable iPad carts (each containing 32 student iPads); and one portable iPod cart (containing 32 iPods). Each teacher has a minimum of two classroom computers and two student accessible iPads.

## 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.**

Rockfield Elementary's Mission Statement: Igniting minds, fueling futures: creating the leaders of tomorrow.

Vision Statement: Learning today, leading tomorrow!

Our school Philosophy along with the Mission and Vision Statement embody our purpose as well as offering high expectations for students.

### PHILOSOPHY

#### I. Goal

Rockfield Elementary Faculty and Staff members realize the tremendous importance of the educational program. We believe that each child regardless of race, color, national origin, sex, religion, age or disability should be given an equal opportunity to develop to his or her fullest potential and capacity. Opportunities should be provided for each child to progress in a continuous course basing each step upon past experiences.

#### Objectives

1. To provide academic programs appropriate to each child's needs.
2. To provide accessible materials for enrichment.
3. To provide extra-curricular programs to meet the special capabilities of students.
4. To contribute to the development and use of syllabi in academic areas and Comprehensive School Improvement Plan updates.
5. To keep cumulative records on each child's progress.
6. To use appropriate diagnostic measures to assess a student's needs.
7. To select appropriate teaching materials and teaching strategies to meet each child's needs.

#### II. Goal

We believe that it is the responsibility of this school to provide the opportunity for each student to achieve according to his or her level of ability.

#### Objectives

1. To challenge each child to achieve at his or her highest level in all of the learner goals and expectations.
2. To provide flexible study programs for all children, including exceptional children, as well as physically, mentally, socially, and emotionally disabled children.
3. To provide opportunities for children to overcome any academic or social difficulties.

#### III. Goal

We believe that we need to know each pupil as an individual: his or her strengths, problems, interests, aspirations, needs and weaknesses.

#### Objectives

1. To use basic communication and mathematics skills for purposes and situations he or she will encounter throughout their lives.
2. To develop his or her abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social

studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

3. To develop his or her abilities to become self-sufficient individuals.
4. To develop his or her abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. To develop his or her abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. To develop his or her abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.
7. To provide flexible and unique study programs for all children including exceptional children as well as physically, socially, mentally and emotionally disabled children.

#### IV. Goal

We believe that with an atmosphere of cooperation between school, parents, and community, the student can fulfill his ultimate goal - a basic education.

#### Objectives

1. To provide a Parent-Teacher Organization to enhance communication between community and school.
2. To provide a student handbook that informs parents and students of rules and regulations pertaining to our school.
3. To provide an atmosphere of open communication between parents and school through written and oral means.
4. To provide opportunities for parents to participate in the classroom with special activities.
5. To encourage participation at all extracurricular activities.
6. To provide a link between school and various community agencies to meet students' physical and emotional needs.

#### V. Goal

We support the concept that through the personnel, each child will be provided with maximum educational experiences.

#### Objectives

1. To provide highly qualified personnel to carry out the existing program.
2. To provide personnel to meet the needs of each student in the area of remediation.
3. To provide personnel to give each student the opportunity to participate in and value experiences related to the fine arts.
4. To provide personnel to meet the needs of the exceptional student.
5. To keep abreast of the latest thinking in the field of education through participating in educational workshops, in-service programs, higher education courses, professional publications, travel opportunities, and membership in professional organizations.

#### VI. Goal

We feel that the facilities should provide an environment conducive to the learning process.

#### Objectives

1. To provide a physical place, equipment, and materials that are adequate in supporting the existing program in all phases of the curriculum.
2. To provide sufficient materials in order to meet individual student needs throughout the basic curriculum.
3. To provide a physical plant which meets required regulations and creates an atmosphere conducive to learning.

## **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.**

### **ACHIEVEMENTS:**

Rockfield Elementary won the District High Attendance Day with a record of 98.49%. The Kentucky Directors of Pupil Personnel designated Tuesday, September 18, as "High Attendance Day" across the state to remind everyone of the importance of students being in class every day. As incentive, the Kentucky elementary, middle and high school with the highest percentage attendance on that Tuesday will each receive \$500.

Rockfield took ambassadors from three schools (South Warren Middle, Moss Middle, and Rockfield Elementary) to the KUNA (Kentucky United Nations Assembly) conference. These students in grades 6-7 created two proposals: one for Somalia concerning the building of refugee camps for the 1.5 million displaced citizens of their country, and one for Senegal concerning ways in which to decrease the unemployment rate which is currently 54%. The Rockfield delegation was awarded Outstanding Proposal. The students were also awarded Delegation of Excellence for their preparation and participation at the conference. Trevor Miller was awarded Outstanding Delegate for Warren County, and Elizabeth Castro received the award for Outstanding Speaker. Teacher Jessica Dilsaver organized the Rockfield KUNA delegation.

### **Academic Team:**

6th grade showcase: 2nd place 2012-2013

4th & 5th grade district: 2nd place 2011-2012

4th 5th grade Regional: Kiley Scott 5th place Written Composition 2011-2012

Student Council received the Award of Excellence for \$500.00 and a plaque from local attorney, Flora Templeton Stuart for Excellence in Education Award to help build a greenhouse for student Science Center.

Rockfield has received the Energy Star Conservation Award for 2010, 2011, 2012.

The Rockfield Leadership Team received recognition from Alex's Lemonade Stand for raising \$800 on June 30, 2012.

American Red Cross Pint Size Hero Award for having 34 donors and donating 31 units of blood.

Childhood Cancer Awareness donation recognition for raising \$234 in Pumpkin Sales and donating hair to the Pantene Beautiful Lengths. Also, Rockfield students were recognized for raising \$665 in Zach Attack bracelet sales to donate to Childhood Cancer Awareness in honor of one of our former Rockfield students with leukemia.

### **AREAS OF IMPROVEMENT:**

Rockfield Elementary continues to strive towards meeting the criteria to become a Leader in Me Lighthouse School by meeting monthly with our Lighthouse Team to discuss the scoring guide and implementation steps. We expect this process to be continuous and on-going for at least the next three years.

As educators we are continuously looking for methods to improve academic endeavors in all areas. We are looking to expand opportunities for students to receive research-based intervention in Rtl via resources, teachers, and programs.

## **Additional Information**

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

Our Community and Parental involvement is demonstrated through parent-teacher conferences, SBDM Council voting, volunteer hours, etc.

The number of students whose parent/guardian had at least one teacher conference in the last school year was 628. The number of parents/guardians voting in School Council (SBDM) elections was 57.

The number of parents/guardians serving on the School Council (SBDM) or its committees was 6.

The number of volunteer hours for the 2011-2012 school year was 1,085.

# **KDE Needs Assessment**

## **Introduction**

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



## **Data Analysis**

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

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

What the data tells us?

Our scores over the past three years have improved against other schools in the areas of Math, Science, and Writing.

- \* Math increased from a rank of in 465 in '09-'10, to 387 in '10-'11 to 319 in '11-'12
- \* Science increased from a rank of in 317 in '09-'10 to 288 in '10-'11 to #1 in '11-'12
- \* Writing increased from a rank of 383 in '09-'10 to 310 in '10-'11 to 169 in '11-'12
- \* Overall ranking increased from a rank of 322 in '09-'10 to 312 in '10-'11 to 309 in '11-'12

Our scores over the past three years have declined in ranking in the areas of Reading and social studies.

- \* Reading ranking decreased from a rank of 288 in '09-'10 to 239 in '10-'11 to 300 in '11-'12
- \* Social Studies ranking decreased from a rank of 268 in '09-'10 to 358 in '10-'11 to 399 in '11-'12

Our Overall Performance Comparisons for for areas show significant discrepancies between All Students and Gap Groups in Reading and Math.

- \* In Reading 23.3 % of all students scored novice while 32.7% of Gap Groups scored novice.
- \* In Math 17.2% of all students scored novice while 25.5% of Gap Groups scored novice.
  
- \* 61.7% of 6th graders scored Prof. or Dist. in Reading compared to 52% for the District and 46.5 % for the State, while only 13.6% scored Novice compared to 26.7 for the District and 31% for the State.
- \* 3rd graders at Rockfield scored similarly in Reading to the 6th graders but not as high, while 4th grade scored about the same with the state and district average.
- \* 5th graders scored significantly lower in reading than district and state averages with 34% scoring Novice compared to the district avg. of 30.4 and state avg. of 29.1. Only 35.6% of our 5th graders scored Proficient or Distinguished compared to district averages of 46.5% and 47.5% of State averages.

What the data does not tell us?

- \* State data (KPrep/school report card) does not break down what specific standards we need to focus on to improve individual/grade level/school performances.
- \* What instructional strategies or programs will provide our students the greatest benefit that have scored below proficient.
- \* If our staff should work more with students to perform better with Constructed responses, short answer, On Demand, or multiple choice items.

## **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?**

Regarding KPREP data collected based on 2012-2013 KPREP assessment:

Our scores over the past three years have improved against other schools in the areas of Math, Science, and Writing.

- \* Math increased from a rank of in 465 in '09-'10, to 387 in '10-'11 to 319 in '11-'12
- \* Science increased from a rank of in 317 in '09-'10 to 288 in '10-'11 to #1 in '11-'12
- \* Writing increased from a rank of 383 in '09-'10 to 310 in '10-'11 to 169 in '11-'12
- \* Overall ranking increased from a rank of 322 in '09-'10 to 312 in '10-'11 to 309 in '11-'12

We were above the state average and achievement point in areas of measurement for the following subject areas:

- \* Reading
- \* Math
- \* Science
- \* Writing

Experience an increase of students performing distinguished and proficient in 6th grade compared to '10-'11 to '11-'12 performance reports

## **Opportunities for Improvement**

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

#### **AREAS IN NEED OF IMPROVEMENT:**

Regarding the data collected from the Disaggregated Performance Reports in 2011-2012 and the STAR Reading and Math Assessment, opportunities for improvement are:

- \*There is a need for reducing the number of students scoring Novice in Reading and Math: subgroups and/or gap groups requiring specific focus are students with disabilities, males/females, free/reduced lunch, and African American students.
- \*There is a need to focus on all 5 components of Literacy in the school-wide Reading Program to ensure student academic success.
- \*There is a need for all teachers to have a clearer understanding of Common Core Standards and what resources are available to assist them in meeting all students' academic needs in Reading and Math.
- \*As a result of the new standards, many new programs and processes have begun that we cannot yet determine the fidelity of data evidenced in reports.
- \*Based on Individual Student KPREP reports, many students are on the verge of rising to the next achievement level (A, P, D) as evidenced by Cut Scores in all subject areas; therefore, there is a need for differentiation training for teachers to ensure research-based instructional strategies are being utilized properly and efficiently.

#### **PLANS:**

- \*CSIP contains strategies and activities that will continue to be implemented to ensure continuous teacher growth and productivity
- \*Utilize all components of CIITS, ie. PD 360, lesson planner, assessments, etc.
- \*Continue Professional Development as designated in the CSIP.
- \*Develop SMART goals based on the needs of each grade level, for example, formative/summative assessments
- \*PLCs will continue to analyze data and develop assessments and goals to guide instruction, resulting in higher student achievement.
- \*Collect evidence for each demonstrator/indicator in the Program Review and provide continuous monitoring and feedback to ensure fidelity of all academic areas.

## **Conclusion**

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

Regarding the data collected from the analysis process of the KPREP, STAR Reading/Math, formative and summative assessments, student data notebooks, Child Study Team, Data Teams/PLCs, and teacher observations and anecdotal records:

### **NEXT STEPS:**

- \*Share the data and information consistently at faculty meetings as to inform all staff of student achievement and improvement
- \*Conduct a survey of all stakeholders for process improvement (TELL Survey-The Missing Piece)
- \*Determine the data and information that needs to be disseminated to faculty to develop goals/plans and strategies/activities to improve student achievement and ensure fidelity.
- \*Continue data analysis of common assessments and predictors of proficiency for individual students within PLCs and Data Teams based on progress monitoring and interventions.
- \*Monitor across 2nd semester PLCs via administrative attendance monthly and submission of team minutes weekly.

# Proficiency Goals

## Overview

### Plan Name

Proficiency Goals

### Plan Description

Plans for meeting 2013 benchmark goals for reading and math

## 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 averaged the combined reading and math K-PREP scores from 50.9% to 72.7% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500

## Goal 1: Increase the averaged the combined reading and math K-PREP scores from 50.9% to 72.7% in 2017

**Measurable Objective 1:**

collaborate to increase the overall reading and math for Rockfield Elementary School from 45.4% to 50.9% in 2013 by 05/24/2013 as measured by K-Prep.

**Strategy 1:**

Professional Learning Communities - The Staff will meet weekly in PLC's to analyze data and share effective uses of CITTs for improving instructional practices and student engagement for continuous improvement.

Activity - PLC's and CITTs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be offered to further PLC work. CITTs training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2014	\$500	Title II Part A	Monte Cassady, Natalia Estes, and Lori Morris



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC's and CITTTS	Professional development will be offered to further PLC work. CITTTS training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2014	\$500	Monte Cassady, Natalia Estes, and Lori Morris
<b>Total</b>					\$500	

# Learning Environment

## Overview

### Plan Name

Learning Environment

### Plan Description

Rockfield Elementary is a Leader in Me school that continues to pursue Lighthouse designation and will utilize the Kentucky Center for Instructional Discipline (KYCID) program to monitor student discipline data with in order to provide behavioral supports to encourage positive behaviors.

## 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	Foster a learning environment that creates independent, problem solving leaders.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## **Goal 1: Foster a learning environment that creates independent, problem solving leaders.**

This plan includes progress notes which are at the very end of this document

### **Measurable Objective 1:**

collaborate to develop leaders with 21st Century skills and unleash each child's full potential by 05/30/2013 as measured by attendance, surveys, discipline data, and academic scores.

### **Strategy 1:**

Leader in Me and KYCID - All teachers will be provided with ongoing Leader In Me and KYCID training to help students develop the essential life skills and characteristic needed in order to thrive in the 21st century.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	01/09/2014	\$1000	Title II Part A	All Staff and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	01/09/2014	\$1000	All Staff and administration
<b>Total</b>					\$1000	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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# Gap Reduction



## **Overview**

### **Plan Name**

Gap Reduction

### **Plan Description**

Plan to reduce the gaps of learning in student proficiency levels in combined Reading and Math K-Prep scores.

## 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 average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% to 41.5% by 05/30/2013 as measured by K-Prep.

### Strategy 1:

Best Practice - PLC's will develop plans to implement differentiated instruction based on student data and progress monitoring. Student intervention team monitors student progress and interventions and makes decisions regarding movement among tiers.

Activity - Rtl and Differentiation training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with peers and administration to make necessary adjustments to Rtl processes and instructional strategies in order to meet the needs of our diverse population.	Professional Learning	01/07/2013	05/29/2013	\$1000	Title II Part A	Principals, ECC, and SBDM

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl and Differentiation training	Teachers will collaborate with peers and administration to make necessary adjustments to Rtl processes and instructional strategies in order to meet the needs of our diverse population.	Professional Learning	01/07/2013	05/29/2013	\$1000	Principals, ECC, and SBDM
<b>Total</b>					\$1000	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
Goal	Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017		Rockfield increased the Non-Duplicated combined Reading and Math proficiency percentage by 2 percent (from 35 in 2011-12 to 37 in 2012-2013. In order to get on pace for goal set for 2017, Rockfield will need a gain of 11 percentage points in 2013-14 to get the 48% needed.	September 29, 2013	Mr. Monte B Cassady

## **Response for Required Action: Achievement Gaps**

## Overview

### Plan Name

Response for Required Action: Achievement Gaps

### Plan Rationale

Goal for proficiency for Gap subgroups for 2013

African American Reading from 23.8 - 31.4 gain of 7.7; Math from 28.6 - 35.7 gain of 7.1. Free Reduced Lunch Reading from 41.5 - 47.4 gain of 5.9; Math from 31.3 - 38.2 gain of 6.9. Students with disabilities Reading from 27.1 - 34.4 gain of 7.3; Math from 22.9 - 30.6.

To meet these goals we will work to track and identify students to target services through our PLCs. We will use ESS daytime waiver, after school services, and Title 1 resources to provide needed interventions. We also have increased collaborative efforts in our special education program.

### Addresses Required Action

Statement

Achievement Gaps

Description

The school identified specific strategies to address subgroup achievement gaps.

## 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 average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000



## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% to 41.5% by 05/30/2013 as measured by K-Prep.

### Strategy 1:

Best Practice - PLC's will develop plans to implement differentiated instruction based on student data and progress monitoring. Student intervention team monitors student progress and interventions and makes decisions regarding movement among tiers.

Activity - Rtl and Differentiation training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with peers and administration to make necessary adjustments to Rtl processes and instructional strategies in order to meet the needs of our diverse population.	Professional Learning	01/07/2013	05/29/2013	\$1000	Title II Part A	Principals, ECC, and SBDM

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Rtl and Differentiation training	Teachers will collaborate with peers and administration to make necessary adjustments to Rtl processes and instructional strategies in order to meet the needs of our diverse population.	Professional Learning	01/07/2013	05/29/2013	\$1000	Principals, ECC, and SBDM
<b>Total</b>					\$1000	

# **Response for Required Action: Kindergarten Readiness**

## Overview

### Plan Name

Response for Required Action: Kindergarten Readiness

### Plan Rationale

All children entering Kindergarten will be screened use the Brigance.

### Addresses Required Action

Statement

Kindergarten Readiness

Description

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

# Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All incoming Kindergarten students will be screened for basic reading and math skills at the start of the school year	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: All incoming Kindergarten students will be screened for basic reading and math skills at the start of the school year

### Measurable Objective 1:

collaborate to determine the skill level and instructional level of every incoming Kindergarten student by 08/15/2013 as measured by Brigance.

### Strategy 1:

Kindergarten Readiness - Assess each Kindergarten student with the Brigance Assessment to determine each child's specific need upon entering Kindergarten.

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each child entering Kindergarten will be assessed for Kindergarten Readiness in order to provide data to inform staff and parents of how best to provide targeted instruction to appropriately challenge every student.	Academic Support Program	08/09/2013	08/30/2013	\$1000	State Funds	Kindergarten Teachers, Kindergarten Aides, Sepcial Needs Staff and Administration .

## 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
Brigance	Each child entering Kindergarten will be assessed for Kindergarten Readiness in order to provide data to inform staff and parents of how best to provide targeted instruction to appropriately challenge every student.	Academic Support Program	08/09/2013	08/30/2013	\$1000	Kindergarten Teachers, Kindergarten Aides, Sepcial Needs Staff and Administration .
<b>Total</b>					\$1000	

## **Response for Required Action: K-Prep 3rd Grade Proficiency**



## Overview

### Plan Name

Response for Required Action: K-Prep 3rd Grade Proficiency

### Plan Rationale

Rockfield uses the Math in Focus program for a research-based math program and Scott Foresman Reading program for reading along with Sidewalks, Reading Street, SRA Reading, Great Leaps, and LLI for interventions.

### Addresses Required Action

Statement

K-Prep 3rd Grade Proficiency

Description

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

## 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 averaged the combined reading and math K-PREP scores from 50.9% to 72.7% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
2	Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: Increase the averaged the combined reading and math K-PREP scores from 50.9% to 72.7% in 2017

### Measurable Objective 1:

collaborate to increase the overall reading and math for Rockfield Elementary School from 45.4% to 50.9% in 2013 by 05/24/2013 as measured by K-Prep.

### Strategy 1:

Professional Learning Communities - The Staff will meet weekly in PLC's to analyze data and share effective uses of CITTs for improving instructional practices and student engagement for continuous improvement.

Activity - PLC's and CITTs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be offered to further PLC work. CITTs training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2014	\$500	Title II Part A	Monte Cassady, Natalia Estes, and Lori Morris

## Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 35.0 to 67.5 in 2017

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 35% to 41.5% by 05/30/2013 as measured by K-Prep.

### Strategy 1:

Best Practice - PLC's will develop plans to implement differentiated instruction based on student data and progress monitoring. Student intervention team monitors student progress and interventions and makes decisions regarding movement among tiers.

Activity - Rtl and Differentiation training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with peers and administration to make necessary adjustments to Rtl processes and instructional strategies in order to meet the needs of our diverse population.	Professional Learning	01/07/2013	05/29/2013	\$1000	Title II Part A	Principals, ECC, and SBDM

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC's and CITTTS	Professional development will be offered to further PLC work. CITTTS training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2014	\$500	Monte Cassady, Natalia Estes, and Lori Morris
Rtl and Differentiation training	Teachers will collaborate with peers and administration to make necessary adjustments to Rtl processes and instructional strategies in order to meet the needs of our diverse population.	Professional Learning	01/07/2013	05/29/2013	\$1000	Principals, ECC, and SBDM
<b>Total</b>					\$1500	

# **Response for Required Action: Program Reviews**

## Overview

### Plan Name

Response for Required Action: Program Reviews

### Plan Rationale

Provide information to teachers about the purpose of the Program Review. Emphasize the role of the teacher in implementing high quality instructional programs in PL/CS, Arts/Humanities, and Writing as well as all academic areas.

Inform staff of the expectations and procedures as defined by the district of the district external review process.

Examine and discuss the rubrics utilized in the Program Review. Consider all existing sources cited on Wiki website as well as evidenced in PLC meetings to inform overall program assessment.

Committees shall score each demonstrator based on evidence collected.

### Addresses Required Action

Statement

Program Reviews

Description

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

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Rockfield Elementary will be provided academic access to all areas of the Program Review.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students at Rockfield Elementary will be provided academic access to all areas of the Program Review.

### Measurable Objective 1:

collaborate to collect evidence for each demonstrator and indicator of the Program Review across all grade levels by 05/31/2013 as measured by each committee and its members through analysis of student samples via the provided Program Review scoring rubric. .

### Strategy 1:

Program Review Committee Meetings - Teachers will work in assigned committees to collect evidence for each demonstrator and indicator in the Program Review. Each teacher will work with approximately 4-6 other teachers with a Committee Chairperson to ensure all demonstrators and indicators are supported by evidence. The Committee Chairperson will meet with the administrative team on a regularly scheduled basis to discuss progression of the committee.

Activity - Collection and Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the collection of evidence (student work, teacher lesson plans, media, etc) via administrative meetings with Committee Chairperson.	Academic Support Program	08/09/2012	05/31/2013	\$0	No Funding Required	Principal, Assistant Principal, Curriculum Coordinator, and Guidance Counselor



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Collection and Scoring	Monitor the collection of evidence (student work, teacher lesson plans, media, etc) via administrative meetings with Committee Chairperson.	Academic Support Program	08/09/2012	05/31/2013	\$0	Principal, Assistant Principal, Curriculum Coordinator, and Guidance Counselor
<b>Total</b>					\$0	

# **Response for Required Action: K-Prep Combined Proficiency**

## Overview

### Plan Name

Response for Required Action: K-Prep Combined Proficiency

### Plan Rationale

Rockfield Staff will continue training and implementing work established through PLC's data analysis, Leader in Me (especially student Goal setting and use of STAR assessment and prescribed targeted skills for individual students), Differentiation strategies, CIITS, and further Math in Focus and Scott Foresman and other research based curricula professional development.

### Addresses Required Action

Statement

K-Prep Combined Proficiency

Description

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

## 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 averaged the combined reading and math K-PREP scores from 50.9% to 72.7% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
2	Foster a learning enviroment that creates independent, problem solving leaders.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: Increase the averaged the combined reading and math K-PREP scores from 50.9% to 72.7% in 2017

### Measurable Objective 1:

collaborate to increase the overall reading and math for Rockfield Elementary School from 45.4% to 50.9% in 2013 by 05/24/2013 as measured by K-Prep.

### Strategy 1:

Professional Learning Communities - The Staff will meet weekly in PLC's to analyze data and share effective uses of CITTs for improving instructional practices and student engagement for continuous improvement.

Activity - PLC's and CITTs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be offered to further PLC work. CITTs training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2014	\$500	Title II Part A	Monte Cassady, Natalia Estes, and Lori Morris

## Goal 2: Foster a learning enviroment that creates independent, problem solving leaders.

### Measurable Objective 1:

collaborate to develop leaders with 21st Century skills and unleash each child's full potential by 05/30/2013 as measured by attendance, surveys, discipline data, and academic scores.

### Strategy 1:

Leader in Me and KYCID - All teachers will be provided with ongoing Leader In Me and KYCID training to help students develop the essential life skills and characteristic needed in order to thrive in the 21st century.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	01/09/2014	\$1000	Title II Part A	All Staff and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	01/09/2014	\$1000	All Staff and administration
PLC's and CITTs	Professional development will be offered to further PLC work. CITTs training will be ongoing and monitored by administration.	Professional Learning	01/07/2013	05/29/2014	\$500	Monte Cassady, Natalia Estes, and Lori Morris
<b>Total</b>					\$1500	

## **Response for Required Action: TELL Survey**

## Overview

### Plan Name

Response for Required Action: TELL Survey

### Plan Rationale

Results of the Tell Survey are used to improve our working climate and leadership. Staff will prioritize need, make suggestions for improvement and monitor our progress. Surveys such as The Missing Piece will be developed and collected from families, students and the school community.

### Addresses Required Action

Statement

TELL Survey

Description

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



## 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	Foster a learning environment that creates independent, problem solving leaders.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

## Goal 1: Foster a learning environment that creates independent, problem solving leaders.

### Measurable Objective 1:

collaborate to develop leaders with 21st Century skills and unleash each child's full potential by 05/30/2013 as measured by attendance, surveys, discipline data, and academic scores.

### Strategy 1:

Leader in Me and KYCID - All teachers will be provided with ongoing Leader In Me and KYCID training to help students develop the essential life skills and characteristic needed in order to thrive in the 21st century.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	01/09/2014	\$1000	Title II Part A	All Staff and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will monitor and evaluate effectiveness of program, making adjustments and additions based on stakeholder feedback. In addition, teachers will analyze non-cognitive data such as attendance, discipline referrals, retention rate, etc (Infinite Campus, SWISS data, CIITS)	Behavioral Support Program	01/07/2013	01/09/2014	\$1000	All Staff and administration
<b>Total</b>					\$1000	