Comprehensive School Improvement

Plan

May Valley Elementary School

Floyd County

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CSIP 2016/17

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Executive Summary

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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *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. **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). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		May Valley Equity Diagnostic 2016/17

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.

May Valley's enrollment is within the general range of the last 5 years at 386. The number of minority students is up slightly but still remains at 1% and is a reflection of the community's overall diversity. Our staff experience level is one of highest in the district and contributes to our school's success.

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 school's greatest strength (experienced staff) will in the near future also present a challenge for May Valley Elementary. It can be concluded that due to attrition our school will be in need of a high number of highly qualified replacement staff in the next 3-7 years.

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. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals 2016/17

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:

Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to Ensure that all teachers and principals receive training and are provided support and guidance by 05/31/2015 as measured by the Professional Growth and Effectiveness System (PGES)..

Strategy1:

Kagan Training - Several teachers will be sent to Kagan training them train their same grade peers during PLC meetings.

Category: Continuous Improvement

Research Cited: Journal of Applied Social Psychology

Volume 41, Issue 4, pages 976–1003, April 2011

Activity - Monitor Kagan Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Kagan strategies through walk through and PLC notebooks	Direct Instruction	09/26/2016	05/31/2017	$0 - District Funding	trained teachers, all teachers, Principal Greta Thornsberry, Assistant Principal Kathy Shepherd

Strategy2:

Instruction on writng Professional Growth Plans - Principals and district leaders will ensure that teachers have adequate training in correct implementation of PGES during the 2014-2015 school year in order to improve teaching and learning. Administration will provide instructional sessions for all teachers on the PGES multiple measure for writing and effective and measureable Professional Growth Plan.

Category: Teacher PGES

Research Cited:

Activity - Professional Growth Planning Guidance and Support on Building Exemplar Professional Growth Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/03/2016	05/31/2017	$0 - No Funding Required	Principals, Greta Thornsberry and Kathy Shepherd

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?

Teachers, paraeducators, administrators, community members, parents, and parent advocates were engaged in successful completion of the Missing Piece Diagnostic.

Relationship Building

Overall Rating: 3.86

	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.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

	Statement or Question	**Response**	**Rating**
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

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

Communications

Overall Rating: 3.57

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

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

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

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

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

Decision Making

Overall Rating: 3.71

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

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

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

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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

Advocacy

Overall Rating: 3.83

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

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

	Statement or Question	**Response**	**Rating**
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	Statement or Question	**Response**	**Rating**
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

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

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

Learning Opportunities

Overall Rating: 4.0

	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 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.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

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

Community Partnerships

Overall Rating: 3.83

	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 and council compacts with an employer network that promotes adult participation in education.	Distinguished

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

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

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

Reflection

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

There is a clear line of communication between parents and staff members. All stakeholders are included in the decision making process and play an important role in the process. Areas of improvement would include more planned, intentional parent conferences for all parents, not just for parents of students with academic or behavioral needs. We will continue to encourage parents and community members to be active participants in our school. We will continue to do home visits as needed. Teachers will identify student needs and collaborate with Kellie Kilburn in the Family Resource Center to ensure students' and their families' basic needs are met first and foremost.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Relationship Building — 3.86

Communications — 3.57

Decision Making — 3.71

Advocacy — 3.83

Learning Opportunities — 4

Community Partnerships — 3.83
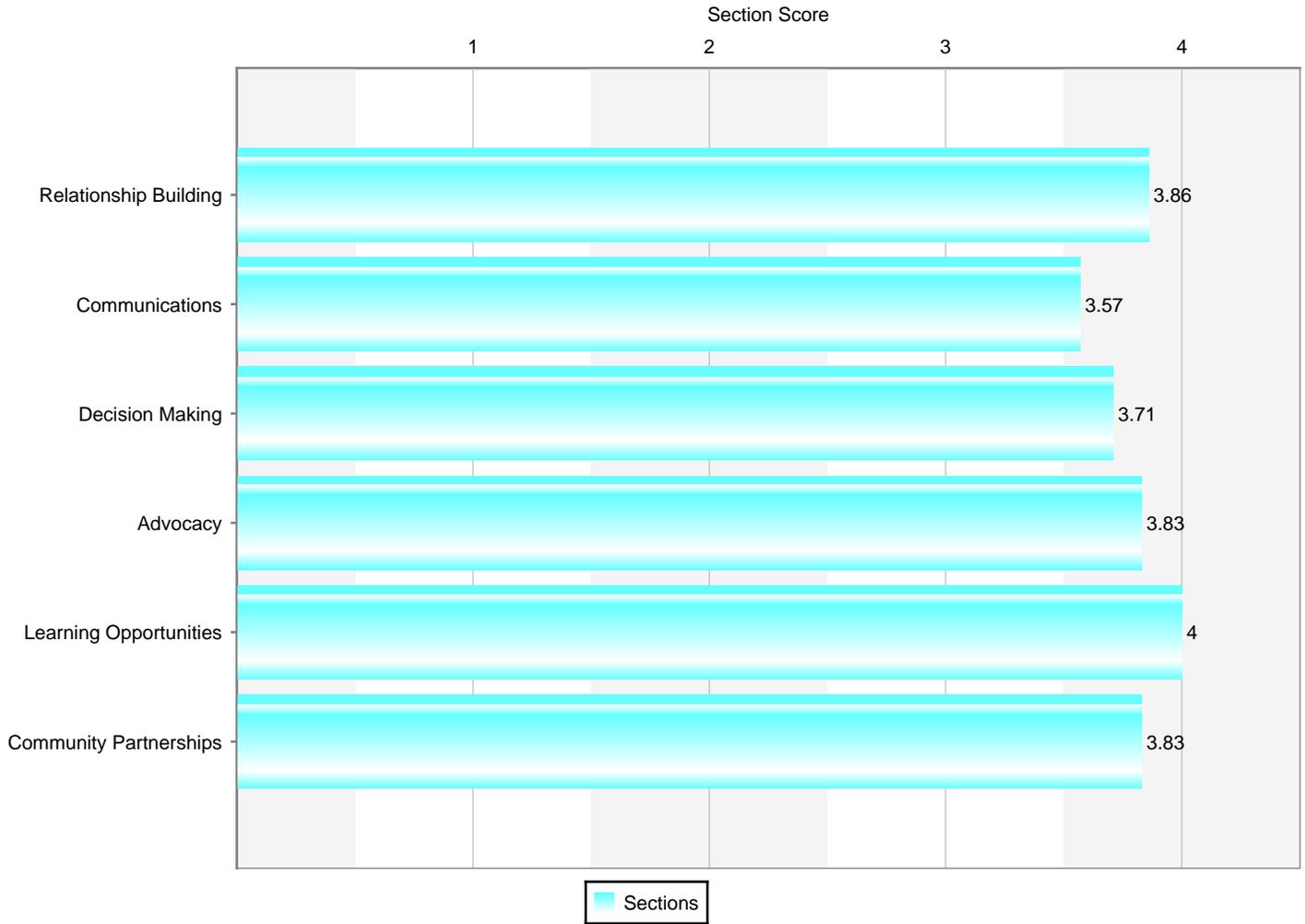
Sections

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.

Teachers and School Based Decision Making Council Members are engaged in the development of CSIP. Teachers meet during scheduled weekly Professional Learning Community (PLC) during planning times to review student progress/performance. They discuss/suggest strategies for school improvement and student growth. School Based Decision Making Council Members are elected by parent/guardians. Meetings are scheduled after work hours so all members can attend.

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

Teacher representatives review data and classroom performance and provide feedback regarding strategies for improvement. Parent representatives (SBDM) provide feedback regarding school curriculum.

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 final improvement plan is available on the school web page. Each teacher is provided a hard copy of the CSIP. This is reviewed at the beginning of the school year. The SBDM Council approves the plan. The plan is revisited throughout the school year as needed.

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?

With the data and information provided to us in KPREP scores, we are trying to identify our school's strengths and weakness and ways to improve and build upon those. The information tells us that our students are achieving new skills at a high level and we have reduced the GAP by a large amount; however, our weakness is in the amount of Growth our students have made. Our goal is to demonstrate proficiency in GROWTH at May Valley Elementary by increasing overall growth score from 66% to 75.2% in 2017 as measured by KPREP scores. We have currently surpassed this goal and strive to maintain our goal. However, The information does not tell us how much our students have grown on an individual level. The data only provides us with overall Growth for our school. The data also does not provide us with student attendance numbers.When reviewing previous school improvement plans, it is evident that our school is making growth in all areas of accountability; however, there must be a higher amount of growth made in our overall Growth score in order to meet the 75.2% goal by 2017. We are currently meeting and/or exceeding all goals from our 2016/2017 improvement plan.

Areas of Strengths

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

Our area of strength for our building was our Achievement. We are sustaining this high level of learning in this area by providing needed resources to continue high-level instruction, increasing rigor in all classrooms, and maintaining appropriate relationships with students at all grade level. Additionally, we are monitoring student data on a regular basis to ensure that all students are receiving instruction based on their individualized needs. We are using this data to determine students in need of enrichment and students in need of interventions. We are also continuing to provide our students with real world opportunities to ensure that learning is occurring in a manner that is relevant and of interest in order to keep students engaged and excited about learning. There is a cause to celebrate, because in this area there was a total score of 100%. This is the fourth consecutive year for 100% in the area of achievement.To sustain this area of strength, our students are receiving high level lessons on a daily basis, implementation of PGES has begun to ensure teacher effectiveness, and power teaching is being utilized. There is cause for celebration in this area because our school is currently ranked # 6 out of all elementary schools in the state of Kentucky and much of this success can be contributed to our overall achievement.Additionally, our school has been a Top Ten ranked school for 11 consecutive years.

Opportunities for Improvement

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

An area in need of improvement is our overalll growth score. It is currently 66% and we have created a goal to improve that to 75.2% by the 2017 school year. Through Data Analysis of KPREP scores, classroom assessments, and district benchmark assessments throughout the year, we found that our Achievement score was much higher compared to our Growth score. In order to improve this area of need, we are providing enrichment classes for Gifted and Talented students, collaborating during PLCs to develop and align curriculum to common core standards, providing interventions as needed, and increasing classroom rigor, common classroom scheduling to increase instruction time in areas of needed focus, and we are offering more attendance incentives to ensure that attendance stays high so that students are at school and learning daily.

Conclusion

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

Our next steps in addressing areas of concern include rigorous and relevant Professional Development, standards based grading, increased intervention for GAP students, more educational opportunities for students, increased classroom rigor through high-level questioning and assessments, greater implementation of Program Reviews, and increased awareness and use of Kentucky's Common Core standards. We are also utilizing data obtained through administrative observations and peer observations through the Professional Growth and Evaluation System. We believe that through increaseed data analysis and self reflection of teaching and learning we will be able to effectively address our areas of concern. We are also addressing teaching and learning concerns based on TELL survey data through Carnegie Grant Sessions. We have formed a committee that will adress discipline in our building. We are currently developing and implementing a plan for improving this area in order to increase student growth through less discipline instances.

CSIP 2016/17

Overview

Plan Name

CSIP 2016/17

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	The GAP will be reduced by the number of students meeting proficiency from 79.5% to 100%.	Objectives: 2 Strategies: 2 Activities: 8	Academic	$10522
2	All students at May Valley Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$990
3	All students will increase the averaged Achievment score in combined Reading and Math K-Prep scores by 39% to ensure all students are scoring proficient or distinguished in the areas of reading and mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	$3408
4	May Valley Elementary will improve Growth for all students below the 40th percentile.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$750
5	Increase the average reading proficiency ratings for all students from 78.7% in 2012 to 100% in 2017	Objectives: 1 Strategies: 1 Activities: 3	Academic	$6323
6	Increase the average math proficiency ratings for all students from 73% in 2012 to 100% in 2017	Objectives: 1 Strategies: 1 Activities: 1	Academic	$600
7	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$3300
8	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
9	Demonstrate proficiency in GROWTH at May Valley Elementary by increasing overall growth score from 61.2% to 75.2% in 2017 as measured by KPREPscores.	Objectives: 1 Strategies: 1 Activities: 6	Academic	$5408
10	All students at May Valley Elementary will maintain an overall achievement score of 100.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
11	Demonstrate proficiency in Program Review Accountability Points from 35.3 to 36 by May 2015 as measured by Program Review Rubric.	Objectives: 1 Strategies: 1 Activities: 4	Academic	$0

12	Increase the averaged combined reading and math K-Prep scored for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$0
13	Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
14	Increase the averaged combined reading and math K-Prep scores for elementary students from 86.0 to 89.0	Objectives: 1 Strategies: 2 Activities: 7	Organizational	$7050
15	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$0
16	All students at May Valley Elementary will score above the Novice Level in reading.	Objectives: 1 Strategies: 3 Activities: 6	Organizational	$3846
17	All students at May Valley Elementary will increase attendance percentage.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
18	All students at May Valley Elementary will become proficent in all areas of Program Review.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
19	The GAP will be reduced by tne number of students meeting proficiency in mathematics from 88.50 to 90.0	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
20	All students at May Valley Elementary will maintain an overall achievement acore of 100.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$3000
21	Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in... *	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0

Goal 1: The GAP will be reduced by the number of students meeting proficiency from 79.5% to 100%.

Measurable Objective 1:

A 30% increase of Third grade students will demonstrate a proficiency on the K-Prep assessment in Mathematics by 06/30/2013 as measured by the number of students increasing their mathematics scores above novice..

Strategy 1:

Increased classroom Rigor - Teachers will increase classroom rigor by increasing higher-order thinking/questioning, formative and summative assessments with necessary adjustments to instruction, demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another), 21st century skills, and RTI.

Category:

Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)

Implementing Technology- Pizzo P. (1993). Lessons Learned: Provision of Technical Assistance to States. Better Care for the Babies Project . Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 2008 from ERIC database. (ERIC Document Reproduction Service No. ED360792).

Royer, R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233Ã¢ÂÂ237.

RTI- Field Studies, Progress Monitoring, Emperical Articles

Activity - Power Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative wall-throughs.	Direct Instruction	08/06/2012	05/30/2013	$0	No Funding Required	All preschool through 5th grade teachers

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that did not meet proficiency on the K-Prep assessment will receive one-on-one and small group instruction through the RTI program.	Academic Support Program	08/06/2012	05/30/2013	$0	No Funding Required	Stacey Cook (RTI teacher) and K-5 teachers

Activity - Larry Belle- Higher order Thinking/Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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| This was a PD provided by the district. Teachers will receive Professional Development with Larry Belle to increase questioning and thinking skills in the classroom. Instructional posters were purchased for use in classrooms to assist with building thinking and questioning skills. | Professional Learning | 08/06/2012 | 05/30/2013 | $0 | No Funding Required | All K-5 teachers |

Activity - Walk-Through Instrument	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will utilize the Floyd County Walk-through document to ensure that rigor is increased in the classroom.	Policy and Process	08/06/2012	05/30/2013	$0	No Funding Required	Greta Thornsberry and Kathy Shepherd

Activity - 21st Century Skills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize iPads purchased during the prior school year. Teachers will implement technology into daily instruction to increase classroom rigor and reduce the gap between students meeting and not meeting proficiency.	Technology	08/06/2012	05/30/2013	$0	No Funding Required	Preschool-5th grade teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Study Island to master state specific, grade-level academic standards in a fun, enagaging manner.	Technology	08/07/2012	05/30/2013	$3300	School Council Funds	3rd-5th grade teachers

Activity - Common Core Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following books were purchased: Best Practices in Reading, grades 2 - 5; Common Core Coach, Math, grades 3 - 5; Common Core Coach, English/Language Arts, grades 3-4; Write It Out, grade 5; Common Core Clinics, Math, grade 2. These resource books will be used to ensure that students are recieving practice and instruction aligned with the Common Core Standards.	Other	01/07/2013	05/30/2013	$7222	Other	2nd-5th grade teachers

Measurable Objective 2:

A 39% increase of Fifth grade students will demonstrate a proficiency in reducing the gap for the number of students reaching proficiency. in Mathematics by 06/30/2013 as measured by K-Prep assessment results .

Strategy 1:

Increased classroom rigor - Teachers will increase classroom rigor through lesson planning and work in Professional Learning Communities.

Category:

Research Cited: Rigor- quantitative and qualitative data collection, analysis, data report, and literature review

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Teachers will collaborate to use assessment scores to drive the teaching process.	Professional Learning	08/06/2012	05/30/2013	$0	No Funding Required	Preschool-5th grade teachers

Goal 2: All students at May Valley Elementary School will become proficient writers.

Measurable Objective 1:

A 10% increase of Fifth grade students will demonstrate a proficiency in K-Prep Performance Levels in writing in English Language Arts by 05/30/2013 as measured by K-Prep Assessment results.

Strategy 1:

Writing Professional Development - Teachers will receive professional development in On-Demand and Constructed Response Writing. Professional development opportunities to increase curriculum and enrichment in all grade levels.

Category:

Research Cited: Home Support- National Education Longitudinal Study (2), Keith, et. al (Data Driven Study), Clark (7:85-105) drew a sample of 1,141 high- and low-achieving third-graders from 71 Los Angeles elementary schools and analyzed parental data gathered through questionnaires. He found that parents of the high-achieving students set higher standards for their children's educational activities than parents of low-achieving students.

Enrichment Classes- Research Studies (Reis, McCoach, Coyne, Schreiber, Eckert, Gubbins, 2007)

Website: www.gifted.uconn.edu/sem/semresearch.html

Activity - On-Demand and Constructed Response Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have daily opportunities to complete high-level writing samples. Students will be scored daily by self-assessment, peer review, and Kentucky's Writing Scoring Rubric.	Direct Instruction	08/06/2012	05/30/2013	$0	No Funding Required	K-5 teachers

Activity - Enrichment Writing Class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students excelling in writing and language arts are enrolled in a writing enrichment class for 1 hour per day, five days a week to help build writing skills in On-Demand.	Direct Instruction	08/06/2012	05/30/2013	$0	No Funding Required	Jaime Lawson

Activity - Writing Folders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, from preschool-grade 5 will keep a working, writing folder on all students to show student growth in writing. This folder will contain various types of writing, as well was, pieces that have been edited by the student, teacher, and the students' peers.	Other	08/06/2012	05/30/2013	$0	No Funding Required	Preschool-5th grade teachers

Activity - Common Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use common revision marks to teach students how to self assess and assess their peers.	Direct Instruction	08/06/2012	05/30/2013	$0	No Funding Required	All k-5 teachers

Activity - Home Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Encourage students to write at home. Some activities could include writing sentences using spelling words from school, keeping a diary of important events in life, writing to a pen pal, or creating stories and poems. Encourage writing about family experiences, community events, and school activities.	Parent Involvement	12/03/2012	05/08/2013	$0	No Funding Required	All headstart, Early Childhood, and K-5 teachers.

Activity - Poetry Alive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Poetry Alive empowers educators to prepare 21st Century learners with critical thinking activities, in-depth analysis, and communication skills. It partners with educators to prepare students to thrive in the interconnected and diverse world community.Students are able to gain a greater knowledge of poetry as a form of writing.	Other	11/20/2012	09/01/2013	$990	Title I School Improvement (ISI)	3rd-5th grade teachers

Goal 3: All students will increase the averaged Achievment score in combined Reading and Math K-Prep scores by 39% to ensure all students are scoring proficient or distinguished in the areas of reading and mathematics.

Measurable Objective 1:

A 39% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in averaged combined reading and mathematics scores in Mathematics by 05/30/2013 as measured by K-Prep assessment combined reading and math achievement.

Strategy 1:

Academic Resources - Students will receive one-on-one instruction in both Dreambox (Math Intervention) and My Reading Coach (Reading Intervention) to build math and reading skills to increase performance on the K-Prep Assessment. Students will also be provided high-level educational materials and oppourtunities through various resources.

Category:

Research Cited: Dream Box-Case Studies (Transitition to Common Core, Maximizing Individualized Instruction, Embracing Blended Learning, From Good to Great, etc.)

Reading Coach- Pilot School data results and Case Studies

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one, Tier III interventions in Matematics skills. Students will be given a password to gain access to further practice skills after school in the home environment,	Direct Instruction	08/06/2012	05/30/2013	$0	No Funding Required	Stacey Cook

Activity - Reading Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice or apprentice will receive direct instruction, one-on-one, tier III intervention in My Reading Coach to increase reading compreehension and fluency to increase K-Prep scores.	Direct Instruction	08/06/2012	05/30/2013	$0	No Funding Required	Valerie Warrix

Activity - Home Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for studentâs interest In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills.	Parent Involvement	12/03/2012	05/08/2013	$0	No Funding Required	All Headstart, Early Childhood, and K-5 teachers.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection, and equips students to meet the rigor of the Common Core Reading standards.	Academic Support Program	08/06/2012	05/10/2013	$3023	Other	Librarian and all K-5 teachers

Activity - Storyworks Magazine	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides a constant source of nonfiction reading material, activities require citing textual evidence, includes cross-curriculum and grade appropriate voacbulary, and provides grammar activities.	Academic Support Program	08/06/2012	05/10/2013	$385	School Council Funds	3rd-5th grade teachers

Goal 4: May Valley Elementary will improve Growth for all students below the 40th percentile.

Measurable Objective 1:

A 43% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency on Mathematics K-Prep scores. in Mathematics by 05/08/2013 as measured by K-Prep scores.

Strategy 1:

Parent support and academic support - Students will recieve individualized instruction in areas of concern and parents will be encourage to assist students in reaching their maximum potential at home by reinforcing skills learned at school.

Category:

Research Cited: Dream Box-Case Studies (Transitition to Common Core, Maximizing Individualized Instruction, Embracing Blended Learning, From Good to Great, etc.)

Home Support- National Education Longitudinal Study (2), Keith, et. al (Data Driven Study), Clark (7:85-105) drew a sample of 1,141 high- and low-achieving third-graders from 71 Los Angeles elementary schools and analyzed parental data gathered through questionnaires. He found that parents of the high-achieving students set higher standards for their children's educational activities than parents of low-achieving students.

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on mathematics skills on theie level at their own pace. Students will be encouraged to work on this program at home as well to provide additional support.	Academic Support Program	08/06/2012	05/08/2013	$0	No Funding Required	Stacey Cook, RTI Teacher

Activity - Home Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills.	Academic Support Program	12/03/2012	05/08/2013	$0	No Funding Required	parents and all teachers

Activity - Snow White Arts Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will watch a live performance of the tale of Snow White. Students will be engaged in high level questioning following the performance. Students will have the opportunity to experience Arts and Humanities first hand to increase vocabulary and build on Reading skills.	Other	09/25/2012	05/06/2013	$400	School Council Funds	3rd-5th grade teachers

Activity - Joe Washington (Bullying Program)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be encouraged to do their best during a presentation by Joe Washington on bullying. This will help students overcome any outside issues in order to focus on educational success.	Other	10/11/2012	05/06/2013	$350	School Council Funds	Preschool-5th grade teachers

Goal 5: Increase the average reading proficiency ratings for all students from 78.7% in 2012 to 100% in 2017

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to reduce the GAP percentage. in Reading by 05/30/2014 as measured by the MAP assessment data, Reading Coach data, Study Island, as well as, classroom assessments..

Strategy 1:

RTI - Teachers will utilize various student achievement data in order to increase the overall Reading GAP Scores.

Category:

Research Cited: Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Reading Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use a research-based, computer program to improve reading skills. Students will work on their own level and progress at their own speed.	Academic Support Program	08/06/2013	05/30/2014	$0	No Funding Required	Valerie Warrix and Tammy Price

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Founded in 2000, Study Island, an Edmentum product, helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island provides standards-based instructional, practice, assessment, and productivity tools that improve the performance of educators and students via web-based platforms.	Academic Support Program	08/06/2013	05/30/2014	$3300	School Council Funds	3rd-5th grade teachers

Activity - Renaissance Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A technology-based educational company with a primary focus on accelerating K12 learning.	Academic Support Program	08/06/2013	05/30/2014	$3023	Other	Librarian and K-5th grade teachers

Goal 6: Increase the average math proficiency ratings for all students from 73% in 2012 to 100% in 2017

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to reduce the GAP percentage in Mathematics by 05/30/2014 as measured by classroom assessments, Dreambox results, and MAP testing data..

Strategy 1:

RTI - By using classroom assessments, teacher recommendations, MAP assessments, and Dreambox results students will be identified and recieve interventions in areas of weakness.

Category:

Research Cited: Charles Hughes, Ph.D., and Douglas D. Dexter, Ph.D., Penn State University

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DreamBox provides intervention at each RTI tier: •Tier I (Benchmark): Students who, while generally making good progress, may be experiencing temporary or minor instructional difficulties •Tier II (Strategic): Students who are functioning below grade-level standards and who need additional systematic and explicit instructional support •Tier III (Intensive): Students who are seriously at risk of failure, have demonstrated chronically low performance on multiple measures of instructional proficiency, and also need systematic and explicit instructional support	Direct Instruction	08/06/2013	05/30/2014	$600	Title I School Improvement (ISI)	Valerie Warrix

Goal 7: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 82.6%-84.7% in Reading by 05/15/2015 as measured by KPREP.

Strategy 1:

Increased Classroom Rigor - Teachers will increase daily classroom rigor using Power Teaching and increased student centered classrooms. Students will be given opportunities to explore and create new ideas. Higher Order questioning will be a focus to increase student achievement. Students will demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another), 21st century skills. RTI will also be a focus to ensure that all students are mastering common core standards at high levels.

Category: Continuous Improvement

Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)

Implementing Technology- Pizzo P. (1993). Lessons Learned: Provision of Technical Assistance to States. Better Care for the Babies Project . Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 2008 from ERIC database. (ERIC Document Reproduction Service No. ED360792). Royer,

R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233Ã¢ÂÂ237.

Activity - Power Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative wall-throughs.	Direct Instruction	08/04/2014	05/29/2015	$0	No Funding Required	All classroom teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Study Island to master state specific, grade-level academic standards in a fun, enagaging manner.	Technology	08/04/2014	05/29/2015	$3300	School Council Funds	3rd-5th grade teachers

Activity - Common Core Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The following books were purchased: Best Practices in Reading, grades 2 - 5; Common Core Coach, Math, grades 3 - 5; Common Core Coach, English/Language Arts, grades 3-4; Write It Out, grade 5; Common Core Clinics, Math, grade 2. These resource books will be used to ensure that students are recieving practice and instruction aligned with the Common Core Standards. (Books purchased during the 2012/2013 school year, no funding required this school year.)	Direct Instruction	08/04/2014	05/29/2015	$0	No Funding Required	2nd-5th grade teachers

Goal 8: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to ensure that all teachers are trained and coached in Professional Growth Plans in Writing by 05/30/2014 as measured by the training and guidance provided during the preparatory pilot phase.

Strategy 1:

Instruction on writing Professional Growth Plan - Provide instructional sessions for all teachers on the PGES multiple measure for writing an effective and measureable Professional Growth Plan

Category: Teacher PGES

Research Cited: Kentucky Department of Education

Activity - Professional Growth Planning Guidance and Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/04/2014	05/15/2015	$0	No Funding Required	Principals

Goal 9: Demonstrate proficiency in GROWTH at May Valley Elementary by increasing overall growth score from 61.2% to 75.2% in 2017 as measured by KPREPscores.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to show an increase in overall GROWTH in Reading and in Mathematics by 05/02/2014 as measured by KPREP.

Strategy 1:

Monitoring Student Achievement - Students will receive one-on-one instruction in both Dreambox (Math Intervention) and My Reading Coach (Reading Intervention) to build math and reading skills to increase performance on the K-Prep Assessment. Students will also be provided high-level educational materials and oppourtunities through various resources

Category: Learning Systems

Research Cited: Dream Box-Case Studies (Transitition to Common Core, Maximizing Individualized Instruction, Embracing Blended Learning, From Good to Great, etc.) Reading Coach- Pilot School data results and Case Studies

Activity - Reading Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring novice or apprentice will receive direct instruction, one-on-one, tier III intervention in My Reading Coach to increase reading compreehension and fluency to increase K-Prep scores.	Technology	08/04/2014	05/29/2015	$0	No Funding Required	Valerie Warrix & Tammy Price

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one, Tier III interventions in Matematics skills. Students will be given a password to gain access to further practice skills after school in the home environment,	Technology	08/04/2014	05/29/2015	$0	No Funding Required	Valerie Warrix

Activity - Home Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for studentâs interest In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills. | Parent Involvement | 08/04/2014 | 05/29/2015 | $0 | No Funding Required | All headstart, Early Childcare, and classroom teachers |

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection, and equips students to meet the rigor of the Common Core Reading standards.	Technology	08/04/2014	05/29/2015	$3023	Other	Librarian and classroom teachers

Activity - Storyworks Magazines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides a constant source of nonfiction reading material, activities require citing textual evidence, includes cross-curriculum and grade appropriate voacbulary, and provides grammar activities.	Direct Instruction	08/04/2014	05/29/2015	$385	School Council Funds	3rd-5th grade teachers

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL will serve as both enrichment for students in need of additional instruction, as well as, intervention for students who need additional practice on a skill or set of skills. IXL can be accessed from home or school. Students will have the ability to choose activities that are not only on grade level, but above and below grade level also. Students will earn virtual rewards as they accomplish goals. Teachers will motivate students through rewards, competions in the classroom, and competitions with other classrooms.	Direct Instruction	09/08/2014	05/15/2015	$2000	Title I School Improvement (ISI)	All Kindergarten-3rd grade teachers and technology teacher, Leila Hall

Goal 10: All students at May Valley Elementary will maintain an overall achievement score of 100.

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to maintain an overall achievement score of 100 in Reading, Science, Social Studies, Math, and in English Language Arts by 05/15/2015 as measured by KPREP.

Strategy 1:

Interventions - Students will receive one-on-one instruction in both Dreambox (Math Intervention) and My Reading Coach (Reading Intervention) to build math and

reading skills to increase performance on the K-Prep Assessment. Students will also be provided high-level educational materials and oppourtunities through various

resources.

Category: Continuous Improvement

Research Cited: Dream Box-Case Studies (Transitition to Common Core, Maximizing Individualized Instruction, Embracing Blended Learning, From Good to Great, etc.) Reading Coach- Pilot School data results and Case Studies

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-on-one, Tier III interventions in Matematics skills. Students will be given a password to gain access to further practice skills after school in the home environment,	Technology	08/04/2014	05/25/2015	$0	No Funding Required	Valerie Warrix and Tammy Price

Activity - Home Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for studentâs interest In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills. Family Resource Center Director, Teresa Clay will provide a Back to School Bash, Parental involvement Monthly Meetings, and Advisory Council meetings to ensure that parents have adequate resources and knowledge to help their child succeed.	Parent Involvement	08/04/2014	05/29/2015	$0	No Funding Required	All May Valley Elementary teachers and staff and Family Resource Center Director, Teresa Clay.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection, and equips students to meet the rigor of the Common Core Reading standards.	Academic Support Program	08/04/2014	05/04/2015	$0	No Funding Required	Library Teacher and all K-5 teachers

Goal 11: Demonstrate proficiency in Program Review Accountability Points from 35.3 to 36 by May 2015 as measured by Program Review Rubric.

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase Program Review Accountability points from 24 to points in Art & Humanities by 05/01/2014 as measured by Program Review documents.

Strategy 1:

Curriculum Development and/or Alignment - Administrators and Program Review leads will develop an Action Plan to detail activities that will increase the Arts &

Humanities, Practical Living, and Writing Program Review.

Category: Other - Action Plan

Research Cited: Atkins, L & Wallace, S. (2012). Qualitative Research in Education. London: Sage Publications, LTD.

Center for Collaborative Action Research Contains examples of peer-reviewed action research reports and a wiki for supporting those engaged in the process of writing or supporting action research.

James, E. Alana; Milenkiewicz, Margaret T.; Bucknam, Alan. Participatory Action Research for Educational Leadership: Using Data-Driven Decision Making to Improve Schools. Thousand Oaks: Sage, 2007. ISBN 978-1-4129-3777-1

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate during PLC meetings to brainstorm effective ways to improve the Arts & Humanities, Writing, and Practical Living Program Review.	Professional Learning	08/04/2014	05/15/2015	$0	No Funding Required	All teachers and support staff

Activity - Collaboration with Arts & Humanities and Practical Living Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will change schedules to allow time for Practical Living and Arts & Humanities teachers to collaborate during direct instruction with K-2 classroom teachers.	Direct Instruction	01/29/2014	05/08/2015	$0	No Funding Required	Leila Hall, Teresa Lester, and K-3 teachers

Activity - Classroom Implemetation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level, kindergarten through fifth grade, will be responsible for the implementation of grade level appropriate instruction in the area of Arts and Humanities in the classroom. Teachers will submit a minimum of two student samples per semester, one sample per grading period. Teachers will also collaborate with Teresa Clay in the Family Resource Center to provide guest speakers to enhance Practical Living connections.	Direct Instruction	01/28/2014	05/29/2015	$0	No Funding Required	Kindergarten-5th Grade teachers

Activity - College and Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be provided with opportunities to meet with representative from different colleges and careers to offer students real-world experiences.	Career Preparation/Orientation	03/01/2015	03/06/2015	$0	FRYSC	Teresa Clay

Goal 12: Increase the averaged combined reading and math K-Prep scored for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency in combined reading and math of students scoring proficent/distinguished from 83.7 to 89.1% by 05/31/2017 as measured by KPREP Scores.

Strategy 1:

Engaging Instruction - Teachers will increase daily classroom rigor using Power Teaching and increased student centered classrooms. Students will be given opportunities to explore and create new ideas. Higher Order questioning will be a focus to increase student achievement. Students will demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another), 21st century skills. RTI will also be a focus to ensure that all students are mastering common core standards at high levels.

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Category: Integrated Methods for Learning

Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)

Implementing Technology- Pizzo P. (1993). Lessons Learned: Provision of Technical Assistance to States. Better Care for the Babies Project . Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 2008 from ERIC database. (ERIC Document Reproduction Service No. ED360792). Royer, R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233Ã¢ÂÂ237

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative wall-throughs.	Direct Instruction	08/01/2014	05/29/2015	$0	No Funding Required	All teachers and instructrional assistance

Activity - Student Reading Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at Lexile Levels for Proficient and Distinguished levels on KPREP. We then predict our students KPREP level based on their current Lexile Reading Level. We measure their growth weekly and encourage 3 words per week increase , which is a gain of 15 Lexile. We measure progress through classroom assessments and STAR testing to ensure adequate growth is made throughout the year to ensure adequate growth on KPREP.	Academic Support Program	08/04/2014	05/29/2015	$0	No Funding Required	All teachers

Activity - TELL Survey Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions. | Policy and Process | 08/03/2015 | 06/01/2016 | $0 | No Funding Required | Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, Amanda Lee, & Jessica Flannery |

Goal 13: Ensure that all teachers and principals receive training and are provided support and guidance of the Professional Growth and Effectiveness System (PGES).

Measurable Objective 1:

collaborate to Ensure that all teachers and principals receive training and are provided support and guidance by 05/31/2015 as measured by the Professional Growth and Effectiveness System (PGES)..

Strategy 1:

Instruction on writng Professional Growth Plans - Principals and district leaders will ensure that teachers have adequate training in correct implementation of PGES during the 2014-2015 school year in order to improve teaching and learning. Administration will provide instructional sessions for all teachers on the PGES multiple measure for writing and effective and measureable Professional Growth Plan.

Category: Teacher PGES

Activity - Professional Growth Planning Guidance and Support on Building Exemplar Professional Growth Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/03/2015	05/31/2016	$0	No Funding Required	Principals, Greta Thornsberry and Kathy Shepherd

Goal 14: Increase the averaged combined reading and math K-Prep scores for elementary students from 86.0 to 89.0

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.0% to 88.0% by 05/04/2017 as measured by K-Prep Scores..

Strategy 1:

Monitoring & Evaluation of implementation of achievment activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student acheivement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Activity - District Walkthrough Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met.	Direct Instruction	08/04/2016	05/04/2017	$0	No Funding Required	Greta Thornsberry and Kathy Shepherd

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards.	Academic Support Program	08/03/2016	05/04/2017	$3023	Title I School Improvement (ISI)	Angie Scott, library teacher, and Classroom teachers

Activity - Truancy Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance.With this initiative, overall reading and math scores will increase through an increase in student attendance.	Policy and Process	08/03/2016	05/04/2017	$0	Other	Kathy Shepherd, Michelle Castle,, Jamie Lawson, Brittany Hammonds,, and Tiffany Burke (attendance committee)

Activity - Attendance Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

| Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year. | Policy and Process | 08/03/2016 | 05/04/2017 | $0 | Other | Attendance Committee (Kathy Shepherd, Tiffany Burke, ,, Michelle Castle, Brittany Hammonds, Jamie Lawson) |

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills.	Technology, Academic Support Program	08/03/2016	05/04/2017	$4027	Title I School Improvement (ISI)	3rd-5th grade teachers

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students.	Policy and Process, Other - Kindergarten Readiness	08/03/2016	05/04/2017	$0	No Funding Required	Headstart, Early Childcare, and Kindergarten Teachers

Strategy 2:

Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers wil document

implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

Activity - Career Preparation/Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teresa Clay, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success.	Career Preparation/Orientation	08/03/2016	05/04/2017	$0	No Funding Required	Kellli Kilburn, Family Resource Center and Classroom Teachers

Goal 15: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 82.5% to 90.3% by 05/31/2016 as measured by K-Prep Scores.

Strategy 1:

Monitoring Student Achievement - Teachers will review student acheivement monthly in order to meet the needs of all students. Data will be monitored through administrative walk-throughs, assessment notebooks, Think-Link data, Study Island reports, IXL reports, Dreambox, Reading Coach, Reading Recovery, Think-Link data, and formative and summative classroom assessments aligned to Common Core. Data will be monitored during PLC meetings.

Category: Continuous Improvement

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review.	Academic Support Program	08/03/2015	05/31/2016	$0	No Funding Required	All teachers and principals

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks.	Professional Learning	08/03/2015	05/31/2016	$0	No Funding Required	All K-5 teachers

Strategy 2:

RTI - Teachers will analyze data monthly to ensure that the needs of all students are met (intervention and enrichment). Teachers will utilize data boards to ensure students are aware of academic goals. Student progress will be monitored through STAR data, KPrep Scores, Think-Link Scores, Stanford 10 scores, Dreambox, Reading Coach, Reading Recovery, as well as, common classroom formative and summative assessments.

Category: Continuous Improvement

Activity - Formative and Summative Assessment Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and acheivement. Assessment data will be monitored monthly to determine students in need of intervention support.	Direct Instruction	08/03/2015	05/31/2016	$0	No Funding Required	K-5 teachers

Goal 16: All students at May Valley Elementary will score above the Novice Level in reading.

Measurable Objective 1:

collaborate to decrease the percentage of students scoring at the Novice level in reading to zero by 05/29/2020 as measured by Kprep Scores.

Strategy 1:

Think-Link Assessment - Teachers will administer the Think-Link Assessment to all grade levels three times per year. Teachers will monitor student growth and acheivement. Students will be given interventions or enrichment based on the results of Think-Link assessments.

Category: Continuous Improvement

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on the data review.	Academic Support Program	08/10/2015	05/27/2016	$0	No Funding Required	All certified staff and administration

Activity - Student Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Boards will be placed in all classrooms. Student will place their sticks in the corresponding area they scored on the Think-Link assessment.Students will review their scores and determine ways to make improvements before the next assessment. After the following assessment, students will move their sticks and discuss with the teacher successes or shortfalls and ways to conitnue to show improvement.	Academic Support Program	09/01/2015	05/16/2016	$0	No Funding Required	All certified teachers K-5

Activity - Assistance Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize instructional assistances for morning reading groups. This will reduce class size and assist in meeting the needs of all students. Teachers will also utilize ESS teachers for students in need of small group intervention, this will allow teachers to provide enrichment as needed for students exceeding standard expectations.	Direct Instruction, Class Size Reduction, Academic Support Program	08/03/2015	05/02/2016	$0	Title I Part A	Gwen Jones, ESS teacher and all instructional assistants

Strategy 2:

Engaging Instruction - Teachers will utilize various activities to ensure students are engaged in a high level of instruction. Whole brain teaching will be utlized daily, bell to bell instruction, integration of technology. Student engagement will be monitored through District Walkthroughs, student assessment data progress, and utilization of RTI to design instruction to meet students' individual needs.

Category: Continuous Improvement

Activity - Highlights Magazines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First grade teachers will utilize Highlights Magazines to increase student engagement in reading by providing various stories aligned to different student interests. Students will be given these magazines at the completion of each unit to promote reading in the home. These magazines will be utilized on a bi-weekly basis and will be aligned to standards based lessons. Utilizing this actiivity will also increase student vocabulary.	Direct Instruction, Academic Support Program	08/03/2015	05/02/2016	$846	Title I School Improvement (ISI)	First grade teachers

Strategy 3:

System of Tiered Interventions - Teachers will give placement exams to begin the school year. Students will be ability grouped for reading and math based upon these scores, as well as, prior school year test results, STAR Reading results, and teacher rankings. Students will then be monitored for progress. Students unable to make adequate progress will begin tiered instruction. Progress will be monitored and graphed to ensure growth is being made weekly.

Category: Continuous Improvement

Activity - Dreambox	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that are peforming below grade level will be provided with access to Dreambox computer program. During these lessons, students will work at their own pace on their own personalized ability level. Students progress will be monitored by responsible staff member bi-weekly and reported to the teacher. Students unable to make progress in this Tier III program will be considered for a Special Education Referral.	Direct Instruction, Technology, Academic Support Program, Other	08/10/2015	05/02/2016	$3000	Title I School Improvement (ISI)	Valerie Warrix and classroom teachers

Activity - Positive Behavior Intervention Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A group of representative teachers, principal, Greta Thornsberry, and assistant principal, Kathy Shepherd will work with the Carnegie Grant Group to develop a Positive Behavior Intervention Support Program. The team will meet monthly to develop a behvaior system to address the needs of our school. We will develop rewards, consequences, as well as, a list of non-negotiables for visits to the office. This team will research and find the areas of the greatest concern and will work togther to implement the plan throughout the 2015-2016 school year.	Behavioral Support Program, Academic Support Program	09/28/2015	05/09/2016	$0	No Funding Required	Principal, Greta Thornsberry, Assistant Principal, KathyShepherd, Special Education teacher, Jenny Williams, 4th grade teacher, Kim Reed, 2nd grade teacher, Amanda Lee, Kindergarten teacher, Jessica Flannery

Goal 17: All students at May Valley Elementary will increase attendance percentage.

Measurable Objective 1:

collaborate to increase overall attendance percentage to 94.4% by 04/29/2016 as measured by District Attendance Report.

Strategy 1:

Attendance Support - An attendance committee will be developed at the beginning of the school year to monitor overall attendance for the school. Rewards and inventives will be given monthly for students attending school on a regular basis. Home visits will be made as needed and truancy officer for the district will be utilized if necessary. Additionally, daliy phone calls home from the office will be made in an attempt to get students to come to school regularly. It is our mission that all students attend school at least 94.4% of the school year in order to increase students acheivement and reduce the non-duplicated gap group.

Category: Principal PGES

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

An attendance committee will be developed in August with one representative from each grade level. The committee will meet each Monday to discuss overall school attendance, as well as, students will individual attendance concerns. The team will develop a plan for improving attendance (notes home, daily phone calls from the office, meetings with parents, truancy officer assistance, and development of reward system.)	Policy and Process, Academic Support Program	09/07/2015	05/02/2016	$0	Other	Assistant Principal, Kathy Shepherd, 5th grade teacher, Jamie Lawson, 4th grade teacher, Brittany Hammonds, 3rd grade teachere, Michelle Castle, 2nd grade teacher, Amanda Lee, 1st grade teacher, Sandra Travis, Kindergarten teacher, Tiffany Burke

Goal 18: All students at May Valley Elementary will become proficent in all areas of Program Review.

Measurable Objective 1:

collaborate to maintain a total score of 100.0 on all areas of Program Review by 05/02/2016 as measured by Program Review Rubrics.

Strategy 1:

Curriculum Developement or Alignment - Administrators will develop a school-wide Program Review implementation schedule. Students will be provided Program Review allotted time weekly and implementation into the regular education classroom. This will be monitored through submission of student work, lesson plans, administrative walk throughs, and utilization of rubrics provided by the Kentucky Department of Education.

Category: Continuous Improvement

Activity - Curriculum Refinement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Students will be provided direct instruction in the areas of Arts and Humanites, Practical Living, and and Writing. Teachers will submit work samples, teams will review data and samples to ensure high quality instruction for all areas. Writing will be monitored through Reading and Math journals additionally.	Direct Instruction, Academic Support Program	08/10/2015	05/02/2016	$0	No Funding Required	Teresa Lester and Crystal Akers-leads... implementation- All classroom teachers

Goal 19: The GAP will be reduced by tne number of students meeting proficiency in mathematics from 88.50 to 90.0

Measurable Objective 1:

A 30% increase of Third grade students will demonstrate a proficiency on Common Core Math Standards in Mathematics by 05/04/2017 as measured by actual score on the math section of the KPREP test.

Strategy 1:

Increased Classroom Rigor - Rigor will be increased by pre and post testing students frequently on mathematics skills. This will be implemented by the mathematics classroom teachers by using Welcome Work and exit slips.

Category: Continuous Improvement

Research Cited: Wagner, Barb. "Sharing Responses via Exit Slips" Classroom Notes Plus, Aug (2005) 1-3 Web

Activity - Implement use of exit slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete an exit slip when leaving math class. This formative assessment will allow teachers to closely monitor student's daily progress on Common Core Skills.	Direct Instruction, Technology	08/03/2016	05/04/2017	$0	No Funding Required	Third grade teachers

Goal 20: All students at May Valley Elementary will maintain an overall achievement acore of 100.

Measurable Objective 1:

100% of All Students will collaborate to maintain an overall score of 100 in Reading, Science, Social Studies, Math and in English Language Arts in Writing by 05/04/2017 as measured by the KPREP..

Strategy 1:

Interventions - Students will receive one-to-one instruction in My Reading coach (Reading Intervention) and one-to-one device practice on IXL (math intervention) to build math and reading skills to increase performance on the K-Prep Assessment. Students will also be provided high-level educational materials and opportunities through various resources

Category: Continuous Improvement

Research Cited: Reading Coach-Pilot School data results and Case Studies

Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive one-to-one technology, Tier III interventions in mathematics skills. Students will also be given a password to gain access to IXL after school in the home environment.	Technology	08/03/2016	05/04/2017	$3000	School Council Funds	Preschool-5th grade teachers.

Activity - Home Connection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for students' intersts. In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills. Family Resource Center Director, Kelly Kilburn, will provide a Back to school Bash, Parental involvement Monthly Meetings, and Advisory Council meetings to ensure that parents have adequate resources and knowledge to help their child succeed.	Parent Involvement	08/03/2016	05/04/2017	$0	No Funding Required	All May Valley Elementary teachers and staff and Family Resource Center Director, Kelly Kilburn.

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection and equips students to meet the rigor of the Common Core Reading standards.	Technology, Academic Support Program	08/03/2016	05/04/2017	$0	No Funding Required	Library teacher and all K-5 teachers

Goal 21: Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in... *

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing the combined reading and math K-PEP scores from 86 to 92 in Reading by 05/04/2017 as measured by KPREP .

Strategy 1:

Engaging Instruction - Teachers will increase daily classroom rigor using Power Teaching and increased student centered classrooms. students will be given opportunities to explore and create new ideas. Higher Order questioning will be a focus to increase student achievement. Students will demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another). 21st century skills. RTI will also be a focus to ensure that all students are mastering

common core standards at high levels.

Category: Integrated Methods for Learning

Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)

Implementing Technology-Piazzo P. :(1993). Lessons Learned: Provision of Technical Assistance to states. Better Care for the Babies Project. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 208 from ERIC database. (ERIC Document Reproduction Service No. ED36072). Royer, R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233AcAA237

Higher-Order Questioning-Redfield and Rousseau (181), Andre (1979)

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative walk-throughs.	Direct Instruction	08/03/2016	05/04/2017	$0	No Funding Required	All teachers and instructional assistants

Activity - TELL Survey Improvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions.	Policy and Process	08/03/2016	05/04/2017	$0	No Funding Required	Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, & Jessica Flannery

Activity - Student Reading Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look at Lexile Levels for Proficient and Distinguished levels on KPREP. We then predict our students KPREP level based on their current Lexile Reading Level. We measure their growth weekly and encourage 3 words per week increase, which is a gain of 15 Lexile. We measure progress through classroom assessments and STAR testing to ensure adequate growth is made throughout the year to ensure adequate growth on KPREP.	Academic Support Program	08/03/2016	05/04/2017	$0	No Funding Required	all teachers

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
Writing Folders	All teachers, from preschool-grade 5 will keep a working, writing folder on all students to show student growth in writing. This folder will contain various types of writing, as well was, pieces that have been edited by the student, teacher, and the students' peers.	Other	08/06/2012	05/30/2013	$0	Preschool-5th grade teachers
Student Reading Goals	Teachers will look at Lexile Levels for Proficient and Distinguished levels on KPREP. We then predict our students KPREP level based on their current Lexile Reading Level. We measure their growth weekly and encourage 3 words per week increase, which is a gain of 15 Lexile. We measure progress through classroom assessments and STAR testing to ensure adequate growth is made throughout the year to ensure adequate growth on KPREP.	Academic Support Program	08/03/2016	05/04/2017	$0	all teachers
District Walkthrough Monitoring	Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met.	Direct Instruction	08/04/2016	05/04/2017	$0	Greta Thornsberry and Kathy Shepherd
Reading Coach	Students scoring novice or apprentice will receive direct instruction, one- on-one, tier III intervention in My Reading Coach to increase reading compreehension and fluency to increase K-Prep scores.	Technology	08/04/2014	05/29/2015	$0	Valerie Warrix & Tammy Price
On-Demand and Constructed Response Implementation	Students will have daily opportunities to complete high-level writing samples. Students will be scored daily by self-assessment, peer review, and Kentucky's Writing Scoring Rubric.	Direct Instruction	08/06/2012	05/30/2013	$0	K-5 teachers
21st Century Skills	Teachers will utilize iPads purchased during the prior school year. Teachers will implement technology into daily instruction to increase classroom rigor and reduce the gap between students meeting and not meeting proficiency.	Technology	08/06/2012	05/30/2013	$0	Preschool-5th grade teachers
Home Connection	Parents will be encouraged to help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills.	Academic Support Program	12/03/2012	05/08/2013	$0	parents and all teachers

Home Connection	Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for students' intersts. In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills. Family Resource Center Director, Kelly Kilburn, will provide a Back to school Bash, Parental involvement Monthly Meetings, and Advisory Council meetings to ensure that parents have adequate resources and knowledge to help their child succeed.	Parent Involvement	08/03/2016	05/04/2017	$0	All May Valley Elementary teachers and staff and Family Resource Center Director, Kelly Kilburn.
Whole Brain Teaching	Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative walk-throughs.	Direct Instruction	08/03/2016	05/04/2017	$0	All teachers and instructional assistants
PLC Meetings	Teachers will collaborate during PLC meetings to brainstorm effective ways to improve the Arts & Humanities, Writing, and Practical Living Program Review.	Professional Learning	08/04/2014	05/15/2015	$0	All teachers and support staff
Home Connection	Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for studentâs interest In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills.	Parent Involvement	08/04/2014	05/29/2015	$0	All headstart, Early Childcare, and classroom teachers
Accelerated Reading	AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection, and equips students to meet the rigor of the Common Core Reading standards.	Academic Support Program	08/04/2014	05/04/2015	$0	Library Teacher and all K-5 teachers
Whole Brain Teaching	Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high- level lessons and implementation will be modeled through administrative wall-throughs.	Direct Instruction	08/01/2014	05/29/2015	$0	All teachers and instructrional assistance

TELL Survey Improvement	A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions.	Policy and Process	08/03/2015	06/01/2016	$0	Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, Amanda Lee, & Jessica Flannery
Professional Growth Planning Guidance and Support on Building Exemplar Professional Growth Plans	Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/03/2015	05/31/2016	$0	Principals, Greta Thornsberry and Kathy Shepherd
Implement use of exit slips	Students will complete an exit slip when leaving math class. This formative assessment will allow teachers to closely monitor student's daily progress on Common Core Skills.	Direct Instruction, Technology	08/03/2016	05/04/2017	$0	Third grade teachers
Student Data Review	Data Boards will be placed in all classrooms. Student will place their sticks in the corresponding area they scored on the Think-Link assessment.Students will review their scores and determine ways to make improvements before the next assessment. After the following assessment, students will move their sticks and discuss with the teacher successes or shortfalls and ways to conitnue to show improvement.	Academic Support Program	09/01/2015	05/16/2016	$0	All certified teachers K-5
Formative and Summative Assessment Development	Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and acheivement. Assessment data will be monitored monthly to determine students in need of intervention support.	Direct Instruction	08/03/2015	05/31/2016	$0	K-5 teachers
Collaboration with Arts & Humanities and Practical Living Teachers	Administration will change schedules to allow time for Practical Living and Arts & Humanities teachers to collaborate during direct instruction with K-2 classroom teachers.	Direct Instruction	01/29/2014	05/08/2015	$0	Leila Hall, Teresa Lester, and K-3 teachers
Home Connection	Encourage students to write at home. Some activities could include writing sentences using spelling words from school, keeping a diary of important events in life, writing to a pen pal, or creating stories and poems. Encourage writing about family experiences, community events, and school activities.	Parent Involvement	12/03/2012	05/08/2013	$0	All headstart, Early Childhood, and K-5 teachers.
Professional Learning Communities	Teachers will collaborate to use assessment scores to drive the teaching process.	Professional Learning	08/06/2012	05/30/2013	$0	Preschool-5th grade teachers
Power Teaching	Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative wall-throughs.	Direct Instruction	08/06/2012	05/30/2013	$0	All preschool through 5th grade teachers

Career Preparation/Orientation	Teresa Clay, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success.	Career Preparation/Orientation	08/03/2016	05/04/2017	$0	Kellli Kilburn, Family Resource Center and Classroom Teachers
Dreambox	Students will receive one-on-one, Tier III interventions in Matematics skills. Students will be given a password to gain access to further practice skills after school in the home environment,	Technology	08/04/2014	05/29/2015	$0	Valerie Warrix
Dreambox	Students will receive one-on-one, Tier III interventions in Matematics skills. Students will be given a password to gain access to further practice skills after school in the home environment,	Direct Instruction	08/06/2012	05/30/2013	$0	Stacey Cook
Positive Behavior Intervention Support	A group of representative teachers, principal, Greta Thornsberry, and assistant principal, Kathy Shepherd will work with the Carnegie Grant Group to develop a Positive Behavior Intervention Support Program. The team will meet monthly to develop a behvaior system to address the needs of our school. We will develop rewards, consequences, as well as, a list of non-negotiables for visits to the office. This team will research and find the areas of the greatest concern and will work togther to implement the plan throughout the 2015-2016 school year.	Behavioral Support Program, Academic Support Program	09/28/2015	05/09/2016	$0	Principal, Greta Thornsberry, Assistant Principal, KathyShepherd, Special Education teacher, Jenny Williams, 4th grade teacher, Kim Reed, 2nd grade teacher, Amanda Lee, Kindergarten teacher, Jessica Flannery
Data Review	Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on the data review.	Academic Support Program	08/10/2015	05/27/2016	$0	All certified staff and administration
Data Review	Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review.	Academic Support Program	08/03/2015	05/31/2016	$0	All teachers and principals

Comprehensive School Improvement Plan

May Valley Elementary School

Kindergarten Readiness	All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students.	Policy and Process, Other - Kindergarten Readiness	08/03/2016	05/04/2017	$0	Headstart, Early Childcare, and Kindergarten Teachers
RTI	Students that did not meet proficiency on the K-Prep assessment will receive one-on-one and small group instruction through the RTI program.	Academic Support Program	08/06/2012	05/30/2013	$0	Stacey Cook (RTI teacher) and K-5 teachers
Professional Growth Planning Guidance and Support	Provide teachers with exemplars for PGP's and provide guidance on how to use data and observation resources as guidance for writing measurable professional growth goals.	Professional Learning	08/04/2014	05/15/2015	$0	Principals
Classroom Implemetation	Each grade level, kindergarten through fifth grade, will be responsible for the implementation of grade level appropriate instruction in the area of Arts and Humanities in the classroom. Teachers will submit a minimum of two student samples per semester, one sample per grading period.

Teachers will also collaborate with Teresa Clay in the Family Resource Center to provide guest speakers to enhance Practical Living connections. | Direct Instruction | 01/28/2014 | 05/29/2015 | $0 | Kindergarten-5th Grade teachers |
Common Revision	All teachers will use common revision marks to teach students how to self assess and assess their peers.	Direct Instruction	08/06/2012	05/30/2013	$0	All k-5 teachers
Dreambox	Students will receive one-on-one, Tier III interventions in Matematics skills. Students will be given a password to gain access to further practice skills after school in the home environment,	Technology	08/04/2014	05/25/2015	$0	Valerie Warrix and Tammy Price
Curriculum Refinement	Students will be provided direct instruction in the areas of Arts and Humanites, Practical Living, and and Writing. Teachers will submit work samples, teams will review data and samples to ensure high quality instruction for all areas. Writing will be monitored through Reading and Math journals additionally.	Direct Instruction, Academic Support Program	08/10/2015	05/02/2016	$0	Teresa Lester and Crystal Akers-leads... implementation- All classroom teachers

Comprehensive School Improvement Plan

May Valley Elementary School

Student Reading Goals	Teachers will look at Lexile Levels for Proficient and Distinguished levels on KPREP. We then predict our students KPREP level based on their current Lexile Reading Level. We measure their growth weekly and encourage 3 words per week increase , which is a gain of 15 Lexile. We measure progress through classroom assessments and STAR testing to ensure adequate growth is made throughout the year to ensure adequate growth on KPREP.	Academic Support Program	08/04/2014	05/29/2015	$0	All teachers
Dreambox	Students will work on mathematics skills on theie level at their own pace. Students will be encouraged to work on this program at home as well to provide additional support.	Academic Support Program	08/06/2012	05/08/2013	$0	Stacey Cook, RTI Teacher
Larry Belle- Higher order Thinking/Questioning	This was a PD provided by the district. Teachers will receive Professional Development with Larry Belle to increase questioning and thinking skills in the classroom. Instructional posters were purchased for use in classrooms to assist with building thinking and questioning skills.	Professional Learning	08/06/2012	05/30/2013	$0	All K-5 teachers
Accelerated Reading	AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection and equips students to meet the rigor of the Common Core Reading standards.	Technology, Academic Support Program	08/03/2016	05/04/2017	$0	Library teacher and all K-5 teachers
Power Teaching	Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high- level lessons and implementation will be modeled through administrative wall-throughs.	Direct Instruction	08/04/2014	05/29/2015	$0	All classroom teachers
Home Connection	Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for studentâs interest In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills.	Parent Involvement	12/03/2012	05/08/2013	$0	All Headstart, Early Childhood, and K-5 teachers.
Common Core Resources	The following books were purchased: Best Practices in Reading, grades 2 - 5; Common Core Coach, Math, grades 3 - 5; Common Core Coach, English/Language Arts, grades 3-4; Write It Out, grade 5; Common Core Clinics, Math, grade 2. These resource books will be used to ensure that students are recieving practice and instruction aligned with the Common Core Standards. (Books purchased during the 2012/2013 school year, no funding required this school year.)	Direct Instruction	08/04/2014	05/29/2015	$0	2nd-5th grade teachers
Reading Coach	Students scoring novice or apprentice will receive direct instruction, one-on-one, tier III intervention in My Reading Coach to increase reading compreehension and fluency to increase K-Prep scores.	Direct Instruction	08/06/2012	05/30/2013	$0	Valerie Warrix

Home Connection	Parents will be encouraged to assist at home to increase reading and math scores through the following strategies and activities. In reading, encourage students to read at home, choose books that are a good match for studentâs interest In mathematics, help students identify and explore mathematics in everyday activities, involve them in measuring and calculating in cooking, projects around the home, and while shopping, play games that use geometric shapes or require reasoning and memory skills. Family Resource Center Director, Teresa Clay will provide a Back to School Bash, Parental involvement Monthly Meetings, and Advisory Council meetings to ensure that parents have adequate resources and knowledge to help their child succeed.	Parent Involvement	08/04/2014	05/29/2015	$0	All May Valley Elementary teachers and staff and Family Resource Center Director, Teresa Clay.
TELL Survey Improvement	A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions.	Policy and Process	08/03/2016	05/04/2017	$0	Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, & Jessica Flannery
Professional Learning Communities	Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks.	Professional Learning	08/03/2015	05/31/2016	$0	All K-5 teachers
Enrichment Writing Class	Students excelling in writing and language arts are enrolled in a writing enrichment class for 1 hour per day, five days a week to help build writing skills in On-Demand.	Direct Instruction	08/06/2012	05/30/2013	$0	Jaime Lawson
Reading Coach	Students will use a research-based, computer program to improve reading skills. Students will work on their own level and progress at their own speed.	Academic Support Program	08/06/2013	05/30/2014	$0	Valerie Warrix and Tammy Price
Walk-Through Instrument	Administration will utilize the Floyd County Walk-through document to ensure that rigor is increased in the classroom.	Policy and Process	08/06/2012	05/30/2013	$0	Greta Thornsberry and Kathy Shepherd
				Total	$0	

Title I School Improvement (ISI)

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

Highlights Magazines	First grade teachers will utilize Highlights Magazines to increase student engagement in reading by providing various stories aligned to different student interests. Students will be given these magazines at the completion of each unit to promote reading in the home. These magazines will be utilized on a bi-weekly basis and will be aligned to standards based lessons. Utilizing this actiivity will also increase student vocabulary.	Direct Instruction, Academic Support Program	08/03/2015	05/02/2016	$846	First grade teachers
Study Island	Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills.	Technology, Academic Support Program	08/03/2016	05/04/2017	$4027	3rd-5th grade teachers
Poetry Alive	Poetry Alive empowers educators to prepare 21st Century learners with critical thinking activities, in-depth analysis, and communication skills. It partners with educators to prepare students to thrive in the interconnected and diverse world community.Students are able to gain a greater knowledge of poetry as a form of writing.	Other	11/20/2012	09/01/2013	$990	3rd-5th grade teachers
Dreambox	DreamBox provides intervention at each RTI tier: •Tier I (Benchmark): Students who, while generally making good progress, may be experiencing temporary or minor instructional difficulties •Tier II (Strategic): Students who are functioning below grade-level standards and who need additional systematic and explicit instructional support •Tier III (Intensive): Students who are seriously at risk of failure, have demonstrated chronically low performance on multiple measures of instructional proficiency, and also need systematic and explicit instructional support	Direct Instruction	08/06/2013	05/30/2014	$600	Valerie Warrix
IXL	IXL will serve as both enrichment for students in need of additional instruction, as well as, intervention for students who need additional practice on a skill or set of skills. IXL can be accessed from home or school. Students will have the ability to choose activities that are not only on grade level, but above and below grade level also. Students will earn virtual rewards as they accomplish goals. Teachers will motivate students through rewards, competions in the classroom, and competitions with other classrooms.	Direct Instruction	09/08/2014	05/15/2015	$2000	All Kindergarten-3rd grade teachers and technology teacher, Leila Hall
Dreambox	Students that are peforming below grade level will be provided with access to Dreambox computer program. During these lessons, students will work at their own pace on their own personalized ability level. Students progress will be monitored by responsible staff member bi-weekly and reported to the teacher. Students unable to make progress in this Tier III program will be considered for a Special Education Referral.	Direct Instruction, Technology, Academic Support Program, Other	08/10/2015	05/02/2016	$3000	Valerie Warrix and classroom teachers

Accelerated Reading	AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards.	Academic Support Program	08/03/2016	05/04/2017	$3023	Angie Scott, library teacher, and Classroom teachers
				Total	$14486	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Storyworks Magazines	Provides a constant source of nonfiction reading material, activities require citing textual evidence, includes cross-curriculum and grade appropriate voacbulary, and provides grammar activities.	Direct Instruction	08/04/2014	05/29/2015	$385	3rd-5th grade teachers
IXL	Students will receive one-to-one technology, Tier III interventions in mathematics skills. Students will also be given a password to gain access to IXL after school in the home environment.	Technology	08/03/2016	05/04/2017	$3000	Preschool-5th grade teachers.
Storyworks Magazine	Provides a constant source of nonfiction reading material, activities require citing textual evidence, includes cross-curriculum and grade appropriate voacbulary, and provides grammar activities.	Academic Support Program	08/06/2012	05/10/2013	$385	3rd-5th grade teachers
Study Island	Students will utilize Study Island to master state specific, grade-level academic standards in a fun, enagaging manner.	Technology	08/04/2014	05/29/2015	$3300	3rd-5th grade teachers
Joe Washington (Bullying Program)	Students will be encouraged to do their best during a presentation by Joe Washington on bullying. This will help students overcome any outside issues in order to focus on educational success.	Other	10/11/2012	05/06/2013	$350	Preschool-5th grade teachers
Study Island	Students will utilize Study Island to master state specific, grade-level academic standards in a fun, enagaging manner.	Technology	08/07/2012	05/30/2013	$3300	3rd-5th grade teachers
Snow White Arts Performance	Students will watch a live performance of the tale of Snow White. Students will be engaged in high level questioning following the performance. Students will have the opportunity to experience Arts and Humanities first hand to increase vocabulary and build on Reading skills.	Other	09/25/2012	05/06/2013	$400	3rd-5th grade teachers
Study Island	Founded in 2000, Study Island, an Edmentum product, helps students in kindergarten through 12th grade master state-specific, grade-level academic standards in a fun and engaging manner. Study Island provides standards-based instructional, practice, assessment, and productivity tools that improve the performance of educators and students via web-based platforms.	Academic Support Program	08/06/2013	05/30/2014	$3300	3rd-5th grade teachers
				Total	$14420	

Comprehensive School Improvement Plan

May Valley Elementary School

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assistance Teams	Teachers will utilize instructional assistances for morning reading groups. This will reduce class size and assist in meeting the needs of all students. Teachers will also utilize ESS teachers for students in need of small group intervention, this will allow teachers to provide enrichment as needed for students exceeding standard expectations.	Direct Instruction, Class Size Reduction, Academic Support Program	08/03/2015	05/02/2016	$0	Gwen Jones, ESS teacher and all instructional assistants
				Total	$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Day	Students will be provided with opportunities to meet with representative from different colleges and careers to offer students real-world experiences.	Career Preparation/Orientation	03/01/2015	03/06/2015	$0	Teresa Clay
				Total	$0	

Other

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

Attendance Committee	An attendance committee will be developed in August with one representative from each grade level. The committee will meet each Monday to discuss overall school attendance, as well as, students will individual attendance concerns. The team will develop a plan for improving attendance (notes home, daily phone calls from the office, meetings with parents, truancy officer assistance, and development of reward system.)	Policy and Process, Academic Support Program	09/07/2015	05/02/2016	$0	Assistant Principal, Kathy Shepherd, 5th grade teacher, Jamie Lawson, 4th grade teacher, Brittany Hammonds, 3rd grade teachere, Michelle Castle, 2nd grade teacher, Amanda Lee, 1st grade teacher, Sandra Travis, Kindergarten teacher, Tiffany Burke
Truancy Initiative	An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance.With this initiative, overall reading and math scores will increase through an increase in student attendance.	Policy and Process	08/03/2016	05/04/2017	$0	Kathy Shepherd, Michelle Castle,, Jamie Lawson, Brittany Hammonds,, and Tiffany Burke (attendance committee)
Renaissance Learning	A technology-based educational company with a primary focus on accelerating K12 learning.	Academic Support Program	08/06/2013	05/30/2014	$3023	Librarian and K-5th grade teachers
Accelerated Reading	AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection, and equips students to meet the rigor of the Common Core Reading standards.	Technology	08/04/2014	05/29/2015	$3023	Librarian and classroom teachers

Comprehensive School Improvement Plan

May Valley Elementary School

Attendance Initiative	Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year.	Policy and Process	08/03/2016	05/04/2017	$0	Attendance Committee (Kathy Shepherd, Tiffany Burke, ,, Michelle Castle, Brittany Hammonds, Jamie Lawson)
Common Core Resources	The following books were purchased: Best Practices in Reading, grades 2 - 5; Common Core Coach, Math, grades 3 - 5; Common Core Coach, English/Language Arts, grades 3-4; Write It Out, grade 5; Common Core Clinics, Math, grade 2. These resource books will be used to ensure that students are recieving practice and instruction aligned with the Common Core Standards.	Other	01/07/2013	05/30/2013	$7222	2nd-5th grade teachers
Accelerated Reading	AR helps develop a life-long love of reading, guide independent reading, increase parent support with a home-school connection, and equips students to meet the rigor of the Common Core Reading standards.	Academic Support Program	08/06/2012	05/10/2013	$3023	Librarian and all K-5 teachers
				Total	$16291	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

May Valley Elementary 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.	Yes		

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

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		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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		

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

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.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	N/A		

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

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://floydmves.ss8.sharpschool.com/	

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		

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

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 averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in... *

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing the combined reading and math K-PEP scores from 86 to 92 in Reading by 05/04/2017 as measured by KPREP .

Strategy1:

Engaging Instruction - Teachers will increase daily classroom rigor using Power Teaching and increased student centered classrooms. students will be given opportunities to explore and create new ideas. Higher Order questioning will be a focus to increase student achievement. Students will demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another). 21st century skills. RTI will also be a focus to ensure that all students are mastering common core standards at high levels.

Category: Integrated Methods for Learning

Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)

Implementing Technology-Piazzo P. :(1993). Lessons Learned: Provision of Technical Assistance to states. Better Care for the Babies Project. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 208 from ERIC database. (ERIC Document Reproduction Service No. ED36072). Royer, R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233AcAA237

Higher-Order Questioning-Redfield and Rousseau (181), Andre (1979)

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative walk-throughs.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	All teachers and instructional assistants

Activity - Student Reading Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will look at Lexile Levels for Proficient and Distinguished levels on KPREP. We then predict our students KPREP level based on their current Lexile Reading Level. We measure their growth weekly and encourage 3 words per week increase, which is a gain of 15 Lexile. We measure progress through classroom assessments and STAR testing to ensure adequate growth is made throughout the year to ensure adequate growth on KPREP.	Academic Support Program	08/04/2016	05/31/2017	$0 - No Funding Required	all teachers

Activity - TELL Survey Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions.	Policy and Process	08/04/2016	05/31/2017	$0 - No Funding Required	Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, & Jessica Flannery

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 86.0 to 89.0

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.0% to 88.0% by 05/04/2017 as measured by K-Prep Scores..

Strategy1:

Monitoring & Evaluation of implementation of achievment activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student acheivement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards.	Academic Support Program	08/04/2016	05/31/2017	$3023 - Title I School Improvement (ISI)	Angie Scott, library teacher, and Classroom teachers

Comprehensive School Improvement Plan

May Valley Elementary School

Activity - District Walkthrough Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	Greta Thornsberry and Kathy Shepherd

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills.	Technology Academic Support Program	08/04/2016	05/31/2017	$4027 - Title I School Improvement (ISI)	3rd-5th grade teachers

Activity - Attendance Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Attendance Committee (Kathy Shepherd, Tiffany Burke, ,, Michelle Castle, Brittany Hammonds, Jamie Lawson)

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students.	Other - Kindergarten Readiness Policy and Process	08/04/2016	05/31/2017	$0 - No Funding Required	Headstart, Early Childcare, and Kindergarten Teachers

Activity - Truancy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance.With this initiative, overall reading and math scores will increase through an increase in student attendance.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Kathy Shepherd, Michelle Castle,, Jamie Lawson, Brittany Hammonds,, and Tiffany Burke (attendance committee)

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 86.0 to 89.0

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.0% to 88.0% by 05/04/2017 as measured by K-Prep Scores..

Strategy1:

Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers wil document implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Preparation/Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kelli Kilburn, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success.	Career Preparation/ Orientation	08/04/2016	05/31/2017	$0 - No Funding Required	Kellli Kilburn, Family Resource Center and Classroom Teachers

Strategy2:

Monitoring & Evaluation of implementation of achievment activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student acheivement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

Activity - Truancy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance.With this initiative, overall reading and math scores will increase through an increase in student attendance.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Kathy Shepherd, Michelle Castle,, Jamie Lawson, Brittany Hammonds,, and Tiffany Burke (attendance committee)

Activity - Attendance Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Attendance Committee (Kathy Shepherd, Tiffany Burke, ,, Michelle Castle, Brittany Hammonds, Jamie Lawson)

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards.	Academic Support Program	08/04/2016	05/31/2017	$3023 - Title I School Improvement (ISI)	Angie Scott, library teacher, and Classroom teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills.	Technology Academic Support Program	08/04/2016	05/31/2017	$4027 - Title I School Improvement (ISI)	3rd-5th grade teachers

Activity - District Walkthrough Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	Greta Thornsberry and Kathy Shepherd

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students.	Other - Kindergarten Readiness Policy and Process	08/04/2016	05/31/2017	$0 - No Funding Required	Headstart, Early Childcare, and Kindergarten Teachers

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 86.0 to 89.0

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.0% to 88.0% by 05/04/2017 as measured by K-Prep Scores..

Strategy1:

Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers wil document implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Preparation/Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kelli Kilburn, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success.	Career Preparation/ Orientation	08/04/2016	05/31/2017	$0 - No Funding Required	Kellli Kilburn, Family Resource Center and Classroom Teachers

Strategy2:

Monitoring & Evaluation of implementation of achievment activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student acheivement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

Activity - Attendance Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Attendance Committee (Kathy Shepherd, Tiffany Burke, ,, Michelle Castle, Brittany Hammonds, Jamie Lawson)

Activity - District Walkthrough Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	Greta Thornsberry and Kathy Shepherd

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards.	Academic Support Program	08/04/2016	05/31/2017	$3023 - Title I School Improvement (ISI)	Angie Scott, library teacher, and Classroom teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills.	Academic Support Program Technology	08/04/2016	05/31/2017	$4027 - Title I School Improvement (ISI)	3rd-5th grade teachers

Activity - Truancy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance.With this initiative, overall reading and math scores will increase through an increase in student attendance.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Kathy Shepherd, Michelle Castle,, Jamie Lawson, Brittany Hammonds,, and Tiffany Burke (attendance committee)

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students.	Policy and Process Other - Kindergarten Readiness	08/04/2016	05/31/2017	$0 - No Funding Required	Headstart, Early Childcare, and Kindergarten Teachers

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 averaged combined reading and math K-Prep scores for elementary students from 86.0 to 89.0

Measurable Objective 1:

collaborate to increase the overall combined reading and math for May Valley Elementary from 86.0% to 88.0% by 05/04/2017 as measured by K-Prep Scores..

Strategy1:

Career Readiness Support - Teachers will promote College and Career Readiness at all grade levels to give lessons relevance for students. Teachers wil document implementation through lesson plans and district walk-through document. All students will understand and have a vision for their future success.

Category: Career Readiness Pathways

Research Cited:

Activity - Career Preparation/Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kelli Kilburn, Family Resource Center Director will organize a College and Career Readiness Fair for students. Students will explore future career and college choice in order to make informed decisions about their future success.	Career Preparation/ Orientation	08/04/2016	05/31/2017	$0 - No Funding Required	Kellli Kilburn, Family Resource Center and Classroom Teachers

Strategy2:

Monitoring & Evaluation of implementation of achievmnt activities and initiatives - Achievement activities and initiatives will be monitored through PLC meetings where teachers and administrators will monitor data for academics, behavior, and attendance in order to increase student acheivement. Evidence of implementation will be evident through assessment notebooks, PLC notebooks, lesson planning, and student data.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students entering kindergarten will be screened using the universal screener, Brigance. Additionally, students in our Early Childcare Program will receive reading instruction prior to beginning kindergarten. Those students will also be present in the kindergarten classroom during calendar time and reading/math groups if student is ready. This opportunity is also available for students in our Head Start Program. Our Headstart Program also plans and implements high level instructions and ability groups students to ensure all students are kindergarten ready. Kindergarten teachers will also sit in on transition meetings for headstart students.	Policy and Process Other - Kindergarten Readiness	08/04/2016	05/31/2017	$0 - No Funding Required	Headstart, Early Childcare, and Kindergarten Teachers

Activity - Accelerated Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AR helps develop life-longer readers, increase independent reading, increase parent support through Home-School Connection, and equips students to meet the rigor of the Reading Common Core Standards.	Academic Support Program	08/04/2016	05/31/2017	$3023 - Title I School Improvement (ISI)	Angie Scott, library teacher, and Classroom teachers

Activity - Attendance Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Attendance incentives will be developed for students meeting goal during the first half of the year, the second half of the year, as well as, an overall attendance reward for students having perfect attendance during the entire school year.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Attendance Committee (Kathy Shepherd, Tiffany Burke, ,, Michelle Castle, Brittany Hammonds, Jamie Lawson)

Activity - District Walkthrough Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Adminstrators will monitor classroom instruction for the use of differentiated practices to ensure the needs of all students are being met.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	Greta Thornsberry and Kathy Shepherd

Activity - Truancy Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance committee will meet weekly to review building-wide attendance. The committee will develop a plan for students exceeding their number of excused absences. Also, the committee will adress students with excessive unexcused tardies. Letters will be sent home, meetings with administrators will be scheduled, and daily phone calls home will be done by school secretary in an attempt to increase student attendance.With this initiative, overall reading and math scores will increase through an increase in student attendance.	Policy and Process	08/04/2016	05/31/2017	$0 - Other	Kathy Shepherd, Michelle Castle,, Jamie Lawson, Brittany Hammonds,, and Tiffany Burke (attendance committee)

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-5 will utilize Study Island for reading and math instruction. This will be completed during technology class, as well as, homework. Students will be assigned standards based lessons to enhance understanding of skills.	Academic Support Program Technology	08/04/2016	05/31/2017	$4027 - Title I School Improvement (ISI)	3rd-5th grade teachers

Goal 2:

All students at May Valley Elementary will increase attendance percentage.

Measurable Objective 1:

collaborate to increase overall attendance percentage to 94.4% by 05/31/2017 as measured by District Attendance Report.

Strategy1:

Attendance Support - An attendance committee will be developed at the beginning of the school year to monitor overall attendance for the school. Rewards and inventives will be given monthly for students attending school on a regular basis. Home visits will be made as needed and truancy officer for the district will be utllized if necessary. Additionally, daliy phone calls home from the office will be made in an attempt to get students to come to school regularly. It is our mission that all students attend school at least 94.4% of the school year in order to increase students acheivement and reduce the non-duplicated gap group.

Category: Principal PGES

Research Cited:

Activity - Attendance Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An attendance committee will be developed in August with one representative from each grade level. The committee will meet each Monday to discuss overall school attendance, as well as, students will individual attendance concerns. The team will develop a plan for improving attendance (notes home, daily phone calls from the office, meetings with parents, truancy officer assistance, and development of reward system.)	Academic Support Program Policy and Process	08/04/2016	05/31/2017	$0 - Other	Assistant Principal, Kathy Shepherd, 5th grade teacher, Jamie Lawson, 4th grade teacher, Brittany Hammonds, 3rd grade teachere, Michelle Castle,

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 82.5% to 90.3% by 05/31/2016 as measured by K-Prep Scores.

Strategy1:

Monitoring Student Achievement - Teachers will review student acheivement monthly in order to meet the needs of all students. Data will be monitored through administrative walk-throughs, assessment notebooks, Think-Link data, Study Island reports, IXL reports, Dreambox, Reading Coach, Reading Recovery, Think-Link data, and formative and summative classroom assessments aligned to Common Core. Data will be monitored during PLC meetings.

Category: Continuous Improvement

Research Cited:

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administrators will meet monthly to review student data for the purpose of meeting students' needs. Teachers will plan instruction based on data review.	Academic Support Program	08/04/2016	05/31/2017	$0 - No Funding Required	All teachers and principals

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet weekly within Professional Learning Communities to analyze data, plan instruction, plan attendance incentives, and meet with parents to ensure the needs of all students are met. Teachers will monitor progress and next steps through PLC meeting notes and assessment notebooks.	Professional Learning	08/04/2016	05/31/2017	$0 - No Funding Required	All K-5 teachers

Strategy2:

RTI - Teachers will analyze data monthly to ensure that the needs of all students are met (intervention and enrichment). Teachers will utilize data boards to ensure students are aware of academic goals. Student progress will be monitored through STAR data, KPrep Scores, Think-Link Scores, Stanford 10 scores, Reading Coach, Reading Recovery, as well as, common classroom formative and summative assessments.

Category: Continuous Improvement

Research Cited:

Activity - Formative and Summative Assessment Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will research Common Core Standards in order to develop assessments that are challenging and rigorous to promote student growth and achievement. Assessment data will be monitored monthly to determine students in need of intervention support.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	K-5 teachers

Goal 2:

Increase the averaged combined reading and math K-Prep scores for elementary and middle school students from 44% to 72% in... *

Measurable Objective 1:

100% of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing the combined reading and math K-PEP scores from 86 to 92 in Reading by 05/04/2017 as measured by KPREP .

Strategy1:

Engaging Instruction - Teachers will increase daily classroom rigor using Power Teaching and increased student centered classrooms. students will be given opportunities to explore and create new ideas. Higher Order questioning will be a focus to increase student achievement. Students will demonstrate high-levels of learning (students presenting work, explaining work, and teaching one another). 21st century skills. RTI will also be a focus to ensure that all students are mastering common core standards at high levels.

Category: Integrated Methods for Learning

Research Cited: Higher-Order Questioning- Redfield and Rousseau (1981), Andre (1979)

Implementing Technology-Piazzo P. :(1993). Lessons Learned: Provision of Technical Assistance to states. Better Care for the Babies

Project. Arlington, VA: Zero to Three/National Center for Clinical Infant Programs. Retrieved October 29, 208 from ERIC database. (ERIC Document Reproduction Service No. ED36072). Royer, R. (2002). Supporting technology integration through action research. The Clearing House, 75 (5), 233AcAA237

Higher-Order Questioning-Redfield and Rousseau (181), Andre (1979)

Activity - TELL Survey Improvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A TELL survey team will be created to review TELL Survey data, make positive changes to improve teaching and learning conditions.	Policy and Process	08/04/2016	05/31/2017	$0 - No Funding Required	Greta Thornsberry, Kathy Shepherd, Kim Reed, Jenny Williams, & Jessica Flannery

Activity - Whole Brain Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to teach their peers what they are learning and how to apply those skills. Students will be engaged in high-level lessons and implementation will be modeled through administrative walk-throughs.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	All teachers and instructional assistants

Activity - Student Reading Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will look at Lexile Levels for Proficient and Distinguished levels on KPREP. We then predict our students KPREP level based on their current Lexile Reading Level. We measure their growth weekly and encourage 3 words per week increase, which is a gain of 15 Lexile. We measure progress through classroom assessments and STAR testing to ensure adequate growth is made throughout the year to ensure adequate growth on KPREP.	Academic Support Program	08/04/2016	05/31/2017	$0 - No Funding Required	all teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Demonstrate proficiency in Program Review Accountability Points from 35.3 to 36 by May 2015 as measured by Program Review Rubric.

Measurable Objective 1:

A 1% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase Program Review Accountability points from 24 to points in Art & Humanities by 05/01/2014 as measured by Program Review documents.

Strategy1:

Curriculum Development and/or Alignment - Administrators and Program Review leads will develop an Action Plan to detail activities that will increase the Arts & Humanities, Practical Living, and Writing Program Review.

Category: Other - Action Plan

Research Cited: Atkins, L & Wallace, S. (2012). Qualitative Research in Education. London: Sage Publications, LTD.

Center for Collaborative Action Research Contains examples of peer-reviewed action research reports and a wiki for supporting those engaged in the process of writing or supporting action research.

James, E. Alana; Milenkiewicz, Margaret T.; Bucknam, Alan. Participatory Action Research for Educational Leadership: Using Data-Driven Decision Making to Improve Schools. Thousand Oaks: Sage, 2007. ISBN 978-1-4129-3777-1

Activity - Collaboration with Arts & Humanities and Practical Living Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will change schedules to allow time for Practical Living and Arts & Humanities teachers to collaborate during direct instruction with K-3 classroom teachers.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	Tiffany Burke, Teresa Lester, and K-3 teachers

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate during PLC meetings to brainstorm effective ways to improve the Arts & Humanities, Writing, and Practical Living Program Review.	Professional Learning	08/04/2016	05/31/2017	$0 - No Funding Required	All teachers and support staff

Activity - Classroom Implemetation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level, kindergarten through fifth grade, will be responsible for the implementation of grade level appropriate instruction in the area of Arts and Humanities in the classroom. Teachers will submit a minimum of two student samples per semester, one sample per grading period. Teachers will also collaborate with Kelli Kilburn in the Family Resource Center to provide guest speakers to enhance Practical Living connections.	Direct Instruction	08/04/2016	05/31/2017	$0 - No Funding Required	Kindergarten-5th Grade teachers

Activity - College and Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be provided with opportunities to meet with representative from different colleges and careers to offer students real-world experiences.	Career Preparation/ Orientation	08/04/2016	05/31/2017	$0 - FRYSC	FRC director Kelli Kilburn

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?

May Valley Elementary is a Pre-K through fifth grade school with approximately 417 students enrolled. We have an Early Childhood Program for children 2-5 years of age, as well as, 2 Headstart Programs. May Valley is nestled in the hills of Eastern Kentucky near the town of Martin in Floyd County. Our school strives to create a challenging learning environment that encourages high expectations. The exceptional quality of education provided for our students is ingrained in differentiated and refined instruction, high expectations, and a positive culture where students can achieve their goals. May Valley employs 26 certified staff members which gives a 13:1 ratio.One unique challenge our school faces is that we are centered in the middle of three low-income based housing projects. Therefore, we have 74.5% of our students receiving free or reduced lunch.

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.

May Valley Elementary's mission is to provide and environment that is conducive to developing goal oriented students. MVES seeks to create a challenging learning environment that promotes high expectations for success. Our goal is for students to master grade level standards, which will in turn, increase the likelihood of becoming a high school/college graduate. We share our district's mission as well that "It's All About the Kids". We strive daily to meet basic and academic needs of our students to ensure that the students come first.

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.

May Valley Elementary has been ranked as a Top Ten school for the eleventh consecutive years on the state accountability assessment . We are currently ranked #2 and named as a School of Distinction and a Distrinquished/Progressing School. On the current accountability model, our school has had an acievement score of 100% for 3 years. We were named the first School of Excellence in Floyd County, have been designated a member of the Century Club for six years, and declared a National Blue Ribbon School in 2008. May Valley received the Silver Salute Award for the Christmas Through the Eyes of a Child Writing Program. During the 2014-2015 school year, we celebrated 34 students having perfect attendance. Also, our Girl's Basketballl Team wer District Champions for Floyd County and our Volleyball team won both the preseason and post season championship for the 2014-2015 school year. For the 2012 school year we were recognized as being a National Title I Distinguished School for closing the achievement gap between student groups. Our Dance Tigers have been very successful over the last few years winning Hallo-Fest Jazz Competition and Grand Champions overall in Prestonsburg, Kentucky in 2012-2013. Also they were CHEERS! for the Dancers Elementary Champions at Bryan Station High School in 2013-2014. During the 2014-2015 school year they were Battle of the Bluegrass Elementary Champions at Tates Creek High School.Over the next three years, we are striving to increase our Growth and Gap scores to ensure that all students are successful. We strive to have well-communicated expectations for all staff members, students, and the community in an attempt to ensure that all May Valley Elementary students are showing growth and there is not a Gap within the student population.

Additional Information

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

Some things we are currently doing to assist our school in improving is, teachers facilitate student ownership of the curriculum via versatile and flexible scheduling, utilization of Whole Brain Teaching to convey various skills, the continuity of T-Charts and power verbs across the curriculum, and the incorporation of Team Teaching in fourth and fifth grades. Teachers have completed individualized content-specific professional development. Professional Learning Communities provide a network to improve instructional practices and ensure the needs of all students are met.