



KDE Comprehensive School Improvement Plan

Boston Elementary School
Whitley County

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Boston Elementary is a unique and wonderful educational facility nestled in the shadows of Pine Mountain in southern Whitley County. Boston Elementary School is home to 248 students of the Whitley County School District. While we are an Title I school with the majority of our students qualifying for free and reduced lunch, we do not focus that. We strive to move forward and not let our status define us. To meet the needs of our students, we currently have 22 teachers (14 homeroom teachers, 3 special education teachers, 2 intervention specialists, 1 Media Specialist, 1 Fine Arts teacher, and 1 Practical Living/Career Studies teacher), 8 instructional assistants, 2 Family Resource personnel, 2 office staff, 2 custodians, 5 Food Service personnel, and 1 principal.

Our current enrollment of 248 is made up of 140 male and 108 female students ranging from preschool to sixth grade. One unique feature of our schools is that the preschool program is located in the same building as Kindergarten through sixth grade. This togetherness creates a sense of family and unity which supports a smooth transition for preschool students into the K-6 program at our school.

Students at Boston Elementary are the focus of everything that we do. Our goal is to educate, support, and love each and every student that enters our school. Our students come from backgrounds that are as different as the ever changing mountains that surround our campus. Each child enters with their own set of struggles and challenges that range from economic needs to educational needs. With that said, each child also brings with them their own strengths and dreams that range from being an excellent reader to dreaming of becoming a college graduate. It is our goal and desire to foster the needs and strengths of our students and to provide them the education that they will need to be successful.

The staff at Boston Elementary is the key to the success of our students. Each teacher in our building is a highly qualified teacher. Of the 22 teachers, 20 are veteran teachers with teaching experience that ranges from 5 years to 27 years. Many Boston teachers have continued their education beyond Bachelor's and Master's degrees. The 2 who have less than 5 years are newly hired teachers who are working tirelessly to become the best educator in their academic areas. It is without a doubt that they too will continue to improve and have an impact on the success of our students.

Over the last three years, our school has undergone several changes. We have changed administrators and filled open positions. A year and a half ago, the SBDM selected a new principal. In addition to new administration, we have hired a new teacher, placed a new Math intervention specialist in Math interventionist position, and hired a new Family Resource Coordinator. We want to thank the former educators that filled these positions as they retire. Their years of service and dedication to the students are greatly appreciated. The changes that have taken place will continue to focus on the quality of educational opportunities that are afforded the students of Boston Elementary.

A unique feature of our school is that it is surrounded by a community that is caring and supportive in regards to the educational endeavors that our students are provided. Our community is often considered to be a low socio-economic area. While many of our students come from homes that are stricken with financial burdens, that does not stop our parents and stakeholders from supporting our school with their involvement. Each parent, grandparent, aunt, uncle, cousin, and community member celebrate the successes of Boston Elementary. While our facility is nearing 15 years since renovation, the pride and dedication to this school from our community is remarkable. Our school and community are like one big family. We celebrate successes, address areas of need, and strive for improvement. The surrounding

community is made up of former Boston students who remember a time when our school was in Needs Improvement, instead of Proficient. That feeling of being on the bottom or not 'as good as' other students drives the students, staff, and community to constantly seek new strategies, activities, and ideas that will promote the strengths and successes of our students, our school, and our community.

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.

Boston Elementary is dedicated to the success of all students. We believe that all students have the right to an education that will prepare them for success in any endeavor that they embark upon. Students come first at Boston Elementary. Our motto is "Choose to make changes, NOT excuses!" Too often students, as well as adults, want to make excuses for not reaching a goal or not being successful. That is why we chose our motto. This motto is for students, teachers, and all staff at Boston Elementary. It serves as a constant reminder that we must work diligently each day to change things that are obstacles to our success.

Our mission at Boston Elementary is to prepare every student to be successful in the 21st Century in his or her personal, academic, and professional life. That mission drives the instructional practices that we enforce in our classrooms each day.

The vision of our school is that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in all content areas as well as in the arts and humanities, practical living, and career studies. Our programs are based on the mission and the vision statement.

To foster success and to support our mission and vision, we participate in many programs that are focused on student improvement and increased student achievement. Our programs include 21st Century, Early Interventions in Reading and Math (Read to Achieve, a Math Intervention Teacher), RTI (Response To Intervention), and a Gifted and Talented program.

The 21st Century Program provides before and after school programs that foster student success. One notable component of 21st Century is Homework Help, a before school program, is provided to eliminate one of our home-school barriers. Some parents are not able to help their children with homework because of academic differences, therefore the Homework Help program addresses that need. Students who are struggling with homework or can't get help at home with the content that they need to be proficient in are provided additional academic support from a certified teacher who works individually with the students on their specific needs. Our after school programs include Reading Coaching (an intense program that focuses on Kindergarten and First Grade students to ensure that they learn their sight words and become independent readers), Math club (a program focuses on basic math skills, individualized instruction, and enrichment), Science club (a program that focuses on exposing students to the newly released science standards through experiments and hands on activities), DEAR (Drop Everything And Read-a program that fosters independent reading and incorporates mini-lessons on foundational reading skills), and Study Island (a program that is focused on students who have not reached proficiency in the areas of Math and Reading. It utilizes the computer based individualized program Study Island to pinpoint and address the needs of the students).

The Read To Achieve is an intense reading intervention program focused on primary students. Read To Achieve has two components: Reading Recovery and CIM (Comprehensive Intervention Model). Reading Recovery is an intense individualized program designed to accelerate reading growth in selected first grade students. CIM is a program geared toward utilizing reading strategies in a small group setting to enhance reading proficiency for intervention students.

The MIT (Math Intervention Teacher) is a program that provides rigorous math intervention for struggling primary aged students. The students work in small groups with the intervention teacher to address their basic math skills needs such as, but not limited to, numeracy.

The RTI (Response To Intervention) is a program that is established in each classroom. The classroom teachers address the needs of individual students through small group instruction and progress monitoring. As the teacher works with students, they are progress monitored each week to track progress. If progress is taking place, the student will eventually be exited from RTI. If progress is not taking place, the teacher will change intervention strategies, progress monitor further, or move that student to the next tier to be tested for special education.

The Gifted and Talented program is in place to address the needs of those students who are classified as gifted and talented. Teachers provide services within the classroom to meet then needs of these students. In addition, the Board of Education has also put into place an outreach program for gifted and talented. Each month, the Gifted and Talented Coordinator travels to each elementary school and works with the gifted and talented students on projects that provide enrichment for those students.

Our staff, both at the school level and the district level, have high expectations for all students. We provide a learning environment that allows all students to reach their highest potentials. We strive to foster an environment that foster the desire to improve every day. The staff is constantly analyzing data to eliminate gaps in academic achievement levels and implementing strategies that will continue to enhance the learning experiences of all students at Boston Elementary. .

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.

Our K-PREP score for the 2013-2014 school year was 69.4. This is a gain of 4.2 from the 2012-2013 school year. While we made vast gains and are in the Proficient/Progressing category, our staff is working diligently to improve educational opportunities and increase the rigor of instruction in our classrooms.

In the next three years, we are seeking an improvement in the achievement, gap and growth areas to increase our scores each year. Throughout the next three years, we will be implementing several changes to foster improved overall achievement. Some changes that are and will be implemented include: scrimmage testing, PLC meetings, and continue writing across the curriculum. We have established a data room. This room is used for posting all test data. We meet in this room once a week to discuss data and make plans for improvement. Our 21st Century Program meets four times a week. Students are involved in activities that are fun and focus on learning. This program has been beneficial in improving test scores. Our Family Resource has implemented The Backpack program. Students are allowed to take a backpack home with them on Friday full of healthy food that can be prepared easily. Students are not going hungry and are better prepared to learn.

Program Review is another area where we need to improve. We are taking this opportunity to use the information set forth in the Program Reviews to improve our instructional practices. We will continue to focus on Program Reviews in Writing, Arts and Humanities, Practical Living/Career Studies, K-3 Program, and World Languages. This intense look into our programs allows us to make constant improvements and adapt instruction as need to ensure that we are meeting the needs of our students.

Additional Information

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

Boston Elementary is dedicated to providing our students with the best education possible. We are fortunate to have dedicated staff members, parents, and community support. This will enable our school to reach proficiency. To promote success and learning, we offer many activities to our students and stakeholders that encourage and foster student improvement and achievement. Below are a some of these activities that we offer.

Our 21st Century Program offers acceleration, as well as remediation through after-school clubs. We have family night once a month and rotate reading and math activities. Parents and guardians are permitted to come out and participate in activities with the students. Our FRC (Family Resource Center) provides assistance to needy students and families and works to reduce barriers to learning. Our SBDM council takes an active role to ensure that we offer an education that meets the needs of all students. Boston PTO provides support to our students to encourage attendance and high academic performance.

Students also have the opportunity to be involved in many after school and extracurricular activities. We provide many activities, such as: 21st Century clubs, basketball, football, soccer, cheerleading, 4-H, and the academic team. Each of these offerings are provided for students to participate in if they choose. We promote participation to improve student's personal and academic well-being. Students often feel a sense of success if they participate in after school activities. They foster discipline and dedication which are both attributes that will also improve academics.

In the classrooms, we are implementing 'Focused Instructional Groups'. These groups are intentional and rigorous to address the reading and math needs of our students. Classroom teachers, along with collaborating teachers and instructional assistants, work together to provide intense instruction and strategic intervention to students who are not mastering content. It is the goal of these focused groups to improve student achievement and foster improved instruction in our school.

In addition to our programs and activities, our students should be commended on their achievements. As indicated by the 2013-2014 K-PREP data, our combined reading and math percentage Proficient/Distinguished increased from 36.2 in 2012-2013 to 48.7 in 2013-2014. In science, we increased our percent Proficient/Distinguished from 60.0 in 2012-2013 to 62.5 in 2013-2014. We are making steady gains to reach proficiency by 2017. Our goal is to continue to improve and to make changes to address our areas of need.

2014-2015 Goals and Plans

Overview

Plan Name

2014-2015 Goals and Plans

Plan Description

Boston Elementary Comprehensive School Improvement Plan sets out a design for school stakeholders to focus their efforts on priority needs as they work to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. Achievement goals are clearly outlined with objectives for each goal as well as instructional and organizational strategies. The plan guides all decision-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers and principals.

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0
2	Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 5 Activities: 10	Organizational	\$120000
3	Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.	Objectives: 2 Strategies: 2 Activities: 10	Organizational	\$1099
4	Utilize data from the TELL survey to improve instruction at Boston Elementary.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy 1:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Principal

Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal, Board Resource Personnel

Strategy 2:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Activity - Test Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2014	06/30/2015	\$0	No Funding Required	Classroom teachers and Principal

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Activity - Grade Level Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers and Principal

Strategy 3:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Activity - Writing Scrimmage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades 3-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	01/05/2015	06/30/2015	\$0	No Funding Required	Teachers and Principal

Activity - Writing Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need and note strengths of the writings.	Academic Support Program	01/05/2015	06/30/2015	\$0	No Funding Required	Teachers and Principal

Strategy 4:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/11/2014	06/30/2015	\$0	No Funding Required	Kindergarten Teachers, Principal

Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/12/2013	06/30/2014	\$0	No Funding Required	Preschool teachers, kindergarten teachers, principal

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Activity - Parent Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/11/2014	06/30/2015	\$0	No Funding Required	Preschool staff, kindergarten teachers, and the principal

Goal 2: Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Boston Elementary from 48.7% to 72.1% by 05/01/2015 as measured by K-PREP.

Strategy 1:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleagues who will be assisting during the group times.

Category: Continuous Improvement

Activity - Group Establishment and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers

Strategy 2:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

Activity - Analyzing Test Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, K-PREP, etc.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal

Activity - Proficiency Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PLC members will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal
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Strategy 3:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Activity - Grade Level Test Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal

Activity - Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal

Strategy 4:

CIITS - Teachers will utilize CIITS for planning, creating, and sharing instructional resources.

Category: Teacher PGES

Activity - Instructional Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS for instructional planning, creating, and sharing of instructional resources.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Teachers, Principal

Strategy 5:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/11/2014	06/30/2015	\$20000	Other	Teachers, Principal, Ginger Downs

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Activity - Read To Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/11/2014	06/30/2015	\$50000	Other	Teachers, Principal, Ginger Downs
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/11/2014	06/30/2015	\$50000	Other	Teachers, Principal, Lucinda Daniels
Activity - District Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/11/2014	06/30/2015	\$0	No Funding Required	Principal, Teachers, District Support Staff

Goal 3: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to increase the effectiveness of our teachers by 06/01/2015 as measured by Professional Growth and Effectiveness System (PGES) as referenced in the Whitley County School District Certified Evaluation Plan (CEP)..

Strategy 1:

Professional Learning and Support - Teachers and administrators will be given professional learning opportunities to further develop their understanding of the PGES system. This will allow implementation of PGES with fidelity.

Category: Teacher PGES

Activity - Peer Observer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers serving as peer observers will complete teh KET Peer Observer Module once every three years and will review teh Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	No Funding Required	District Office Staff, Principals, and Peer Observers

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Activity - Observer Certification and Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators that serve in an evaluative position will complete initial Teachscape certification and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	Title II Part A	District Office Staff and Administrators
Activity - New Teacher Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office, Principals, and New Teachers
Activity - Edviation/Other Professional Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on observation and/or evaluation of teachers, principals may assist teachers in finding opportunities for growth with Edviation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	General Fund	District Office, Principals, and Teachers
Activity - Certified Evaluation Plan Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	No Funding Required	District Office and Principals
Activity - Student Voice Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office Staff, Principals, and Teachers
Activity - Enduring Skills and Student Growth Goals Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	No Funding Required	District Office Staff, Principals, Teachers, and SESC Coaches

Measurable Objective 2:

collaborate to implement the requirements of the Certified Evaluation Plan and monitor data from evaluations by 06/30/2015 as measured by the completion of observations/evaluations required by the teachers' cycles.

Strategy 1:

Principal Responsibilities - Principal should be aware of the responsibilities regarding the CEP and PGES.

Category: Professional Learning & Support

Activity - Teacher Observations/Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	No Funding Required	District Office

Activity - Data Analysis-Techer Evaluations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principals and Peer Observers

Activity - CEP Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	No Funding Required	District 50/50 Committee, Principals and Teachers

Goal 4: Utilize data from the TELL survey to improve instruction at Boston Elementary.

Measurable Objective 1:

collaborate to decrease classroom interruptions that interfere with instruction by 06/30/2015 as measured by TELL survey question 2.1f.

Strategy 1:

Collaboration with Teachers - Principal will collaborate with teachers to review classroom schedules to ensure maximum instructional time.

Category: Continuous Improvement

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will meet in PLCs to discuss and regularly review classroom schedules for maximum instructional time.	Professional Learning	09/01/2014	06/30/2015	\$0	No Funding Required	Principal and Teachers

Strategy 2:

Message Collection/Delivery System - The principal will implement a new message collection/delivery system that will decrease classroom interruptions.

Category: Continuous Improvement

Activity - Collection Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Office staff will utilize a collection log to document all phone calls and messages.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	Principal, Office staff, Support staff,
Activity - Documentation of Messages for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Messages for classroom teachers will be documented on the 'Message For' document. Twice daily, those documented messages will be delivered and placed outside the classroom door for teachers. This will eliminate classroom disturbances and ensure protection of instructional time.	Academic Support Program	08/04/2014	06/30/2015	\$0	No Funding Required	Principal, Office staff, Support staff, and Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edivation/Other Professional Learning Opportunities	Based on observation and/or evaluation of teachers, principals may assist teachers in finding opportunities for growth with Edivation and other opportunities available.	Professional Learning	07/29/2014	06/30/2015	\$1000	District Office, Principals, and Teachers
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Observations/Evaluations	Principals will be provided with organizational tools to utilize to meet their observation/evaluation deadlines.	Policy and Process	07/01/2014	06/30/2015	\$0	District Office
Test Development	Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2014	06/30/2015	\$0	Classroom teachers and Principal
Proficiency Planning	PLC members will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers, Principal
Collection Log	Office staff will utilize a collection log to document all phone calls and messages.	Academic Support Program	08/04/2014	06/30/2015	\$0	Principal, Office staff, Support staff,
Monitor RTI Interventions	Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/11/2014	06/30/2015	\$0	Principal
New Teacher Mentoring	New Teachers will attend the district's New Teacher Academy.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office, Principals, and New Teachers
Writing Scrimmage	All students in grades 3-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	01/05/2015	06/30/2015	\$0	Teachers and Principal

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District Support Staff	The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/11/2014	06/30/2015	\$0	Principal, Teachers, District Support Staff
PLC meetings	Principal and teachers will meet in PLCs to discuss and regularly review classroom schedules for maximum instructional time.	Professional Learning	09/01/2014	06/30/2015	\$0	Principal and Teachers
Writing Analysis	Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need and note strengths of the writings.	Academic Support Program	01/05/2015	06/30/2015	\$0	Teachers and Principal
Enduring Skills and Student Growth Goals Professional Learning	Teachers will be trained on identifying enduring skills and writing student growth goals.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office Staff, Principals, Teachers, and SESC Coaches
Analyzing Test Data	Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, K-PREP, etc.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers, Principal
CEP Updates	The CEP will be evaluated for needed updates based on data from principals on evaluations, surveys, and anecdotal data.	Policy and Process	01/01/2015	06/30/2015	\$0	District 50/50 Committee, Principals and Teachers
Documentation of Messages for Teachers	Messages for classroom teachers will be documented on the 'Message For' document. Twice daily, those documented messages will be delivered and placed outside the classroom door for teachers. This will eliminate classroom disturbances and ensure protection of instructional time.	Academic Support Program	08/04/2014	06/30/2015	\$0	Principal, Office staff, Support staff, and Teachers
Data Analysis-Techer Evaluations	Principals will analyze their evaluation data to determine the number of teachers in the various levels and provide feedback (Ineffective, Developing, Accomplished, and Exemplary)	Professional Learning	09/01/2014	06/30/2015	\$0	Principals and Peer Observers
Grade Level Test Development	Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers, Principal
Group Establishment and Planning	Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers

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Screening	Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/11/2014	06/30/2015	\$0	Kindergarten Teachers, Principal
Peer Observer Training	Teachers serving as peer observers will complete the KET Peer Observer Module once every three years and will review the Kentucky Framework for Teaching before observing teachers.	Professional Learning	07/29/2014	06/01/2015	\$0	District Office Staff, Principals, and Peer Observers
Student Voice Implementation	Teacher will be trained on the protocols of Student Voice and how to use the data for continuous improvement.	Professional Learning	07/29/2014	06/30/2015	\$0	District Office Staff, Principals, and Teachers
Instructional Planning	Teachers will use CIITS for instructional planning, creating, and sharing of instructional resources.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers, Principal
Grade Level Test Analysis	Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers and Principal
Transitions	Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/12/2013	06/30/2014	\$0	Preschool teachers, kindergarten teachers, principal
Certified Evaluation Plan Orientation	All staff will be oriented to the new Certified Evaluation Plan that includes PGES within the first 30 days of school.	Professional Learning	08/01/2014	09/01/2014	\$0	District Office and Principals
Evaluate RTI Interventions	Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers, Principal, Board Resource Personnel
Test Analysis	Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/11/2014	06/30/2015	\$0	Teachers, Principal
Parent Transition	Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/11/2014	06/30/2015	\$0	Preschool staff, kindergarten teachers, and the principal
Total					\$0	

Title II Part A

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Observer Certification and Calibration	Administrators that serve in an evaluative position will complete initial Teachscape certificatio and then successfully complete the Teachscape calibration in years two and three.	Professional Learning	07/01/2014	06/30/2015	\$99	Districe Office Staff and Administrators
Total					\$99	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/11/2014	06/30/2015	\$50000	Teachers, Principal, Lucinda Daniels
21st Century Program	The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/11/2014	06/30/2015	\$20000	Teachers, Principal, Ginger Downs
Read To Achieve	Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/11/2014	06/30/2015	\$50000	Teachers, Principal, Ginger Downs
Total					\$120000	

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

GRADES 3-6:

Kentucky Performance Rating for Educational Progress (K-PREP) results provide a wealth of information that must be disaggregated in order to answer questions that are relevant to student achievement and classroom performance. As we begin our data disaggregation, the following questions guide our analysis:

- * Overall, how well did our students perform in each content area ?
- * What content areas and/or subcategories of the content areas do we see as a strength?
- * What content areas and/or subcategories of the content areas do we see as a need?
- * How did each student group/subgroup perform in comparison to the overall score in each content area?
- * How can we improve to foster student growth and performance?

The data tells us that our focus needs to be on increasing our ACHIEVEMENT score, GAP score, and GROWTH score. Based on our Learners Scores, our ACHIEVEMENT score was 20.6, our GAP score was 14.0, and our GROWTH score was 25.7.

The reports are very informative. The individual student report provides a growth component that showcases growth of individual students compared to all Kentucky students in the same grade. This provides teachers with the opportunity to foster growth by focusing on the needs of individual students by offering instructional differentiation to address their needs.

The data does not provide us with specific examples of content that our students missed. We do have the content area and subcategories; however, it does not give specific examples that would allow us to address the misconceptions and improve instruction that would in turn lead to improved student achievement.

GRADES K-2:

The Whitley County School District administers the IOWA assessment to all students in grades K-2. Looking at the data from this assessment, these questions guide our analysis:

- * Overall, how well did our students perform in each content area ?
- * What content areas and/or subcategories of the content areas do we see as a strength?
- * What content areas and/or subcategories of the content areas do we see as a need?
- * How did each student group/subgroup perform in comparison to the overall score in each content area?
- * How can we improve to foster student growth and performance?

The IOWA data revealed that we need to focus on vocabulary and math skills in grades K-2. With that data, we will work throughout the upcoming year to address these needs and to improve instruction.

The data does not, however, provide specific examples of what our students need to work on. That, we are collaborating and analyzing to come with. Our efforts will be implemented into improved instructional strategies in the classroom.

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?

First and foremost, I want to congratulate our school on achieving Proficient/Progressing status as indicated by the 2013-2014 K-PREP data. We are progressing and constantly seeking ways to improve the educational opportunities at Boston Elementary.

AREAS OF STRENGTH:

Our content areas of strength were science and reading. The data revealed that in science only 15.6% of our students scored novice while 62.5% scored proficient/distinguished. In reading, only 17.5% of our students scored novice while 56.2% scored proficient/distinguished.

Other areas of strength worth noting are the willingness of our staff to analyze, adjust, and adapt to improve instruction, the willingness of our staff to collaborate with colleges at the school and district level to improve student achievement, and the desire of our staff to foster student success and achievement in all content areas.

To sustain the areas of strength, these actions are being implemented:

- * Scrimmage Testing
- * 21st Century Programs
- * Study Island program
- * Math Intervention
- * Multiplication Competitions
- * Science Lab
- * Timed assignments
- * Accelerated Reading
- * PLC's
- * Progress Monitoring
- * Formative Assessment
- * The TPGES

Celebration Points:

In Reading, 56.8% of our 4th grade students scored proficient/distinguished compared to 54.0% at the state level.

In Reading, 58.6% of our 5th grade students scored proficient/distinguished compared to 55.9% at the state level.

In Math, 57.7% of our 6th grade students scored proficient/distinguished compared to 47.3% at the state level.

Opportunities for Improvement

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

Upon analyzing our K-PREP data, we note that our areas in need of improvement include:

- * In Reading at all grade levels. We must focus on moving our students from novice to apprentice and from apprentice to proficient and distinguished. The data indicated that we had several student who were within a few points of moving up to the next level. We need to concentrate our efforts on moving students out of the novice category.
- * In Math at all grade levels. We must focus on moving our students from novice to apprentice and from apprentice to proficient and distinguished. The data indicated that we had several student who were within a few points of moving up to the next level. We need to concentrate our efforts on moving students from their current category up to the next level.
- * In Science, our efforts must be focused on implementing the new Science Standadards. This must be done to prepare our students for the future assessments in science. To implement these new standards we will increase our use of hands-on activities and foster activities that engage students in higher level problem solving and thinking processes.
- * In Social Studies, we need to be focused on moving students out of the novice category. Then, moving our apprentice students to the proficient and distinguished categories. In the classroom, we need to actively involve our students in real world activities, such as elections, trials, and civil duties.
- * In On-Demand Writing, our concentration needs to center on moving students out of the novice and apprentice categories. To make this happen, we need to increase the frequency of our writing instruction. In that instruction, we need to include self evaluations, peer evaluations, and time to revise our writings. We also need to include real world writing situations, such as letters, articles, e-mails, blogs, and editorials.
- * In Language Mechanics, our goal has to be to move students our of the novice category. Then focus efforts on students in the apprentice category to move them up to proficient/distinguished. For this to take place, we need to increase our frequency of Daily Oral Language instruction as well as self and peer evaluations of our sententces, paragraphs, and writings.

Plans to improve our ares of need:

- * Weekly PLC's focused on analyzing student data and generating solutions for continuous improvement
- * Collaboration efforts vertically and horizontally in our school to improve instruction
- * Collaboration efforts with school intervention specialists
- * Collaboration efforts with District Reading, Math, and Writing specialists
- * On going Professional Development opportunities that are readily available to teachers
- * Utilizing paraprofessionals to improve student achievement
- * Common planning times to foster more focused and rigorous instruction
- * Implementing Reading groups to improve Reading scores
- * Scrimmage Testing

* 21st Century Programs

- * Learning Lab for math, language, reading, etc.
- * Science Lab
- * Timed assignments
- * The use of Study Island to individualize instruction
- * Use the Accelerated Reader program
- * The TPGES

Conclusion

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

Upon reviewing the data provided to us from Kentucky Performance Rating for Educational Progress assessment, many areas will be the focal point of improvement for the 2014-2015 school year. The next steps to addressing areas of concern will include:

- * Boston staff will continue to collaborate and reflect upon teaching practices that are being used.
- * Boston staff will do a self-reflection and also get input from colleagues.
- * Boston staff will also be evaluated utilizing the Teacher Professional Evaluation and Effectiveness System. * Boston staff will be involved in PLC's that will allow them to see test data and to reflect on improvement.
- * Boston staff will utilize scrimmage testing.
- * Boston staff will analyze results of weekly and scrimmages tests by placing data on a spreadsheet that will be discussed during PLCs and collected by principal.
- * The 21st Century Program will be providing math, reading and science activities after school.
- * Boston staff will introduce new ways to better prepare our students for this state examination by providing test-like situations for students in order to prepare them.
- * Boston will focus on areas of improvement through continual review and reteaching.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

To complete The Missing Piece, the following stakeholders were engaged:

Carolyn Lawson, Principal	Richard Frazier, Teacher (Media Specialist)
Ginger Downs, Teacher (RTA/CIM)	Michael Clemens, Teacher (PL/CS)
Lucinda Daniels, Teacher (MIF)	Kelly Hart, Teacher (Arts & Humanities)
Mary Haddix, Teacher (K)	Shirley Lawson, FRC coordinator
Genia Rose, Teacher (K)	Deana Barton, Parent
Barbara Lawson, Teacher (1st)	Tonya Bell, Parent
Janel Cupp, Teacher (1st)	Susan Anderson, Parent
Tammy Fuson, Teacher (2nd)	Shannon Reynolds, Parent
James Nichols, Teacher (2nd)	
Heather Raoden, Teacher (3rd)	
Amy Walters, Teacher (3rd)	
Casey Barnett, Teacher (4th)	
Chris Johnson, Teacher (5th)	
April Bowman, Teacher (5th)	
Heather Clear, Tacher (6th)	

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

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

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

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

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

	Statement or Question	Response	Rating
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
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
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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
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).	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, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
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
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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	Statement or Question	Response	Rating
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

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
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 has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

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

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

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	Statement or Question	Response	Rating
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

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

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

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

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

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

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

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

	Statement or Question	Response	Rating
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
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

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

Areas of strength were:

- Relationship Building
- Communications
- Decision Making
- Advocacy

Areas in need of improvement were:

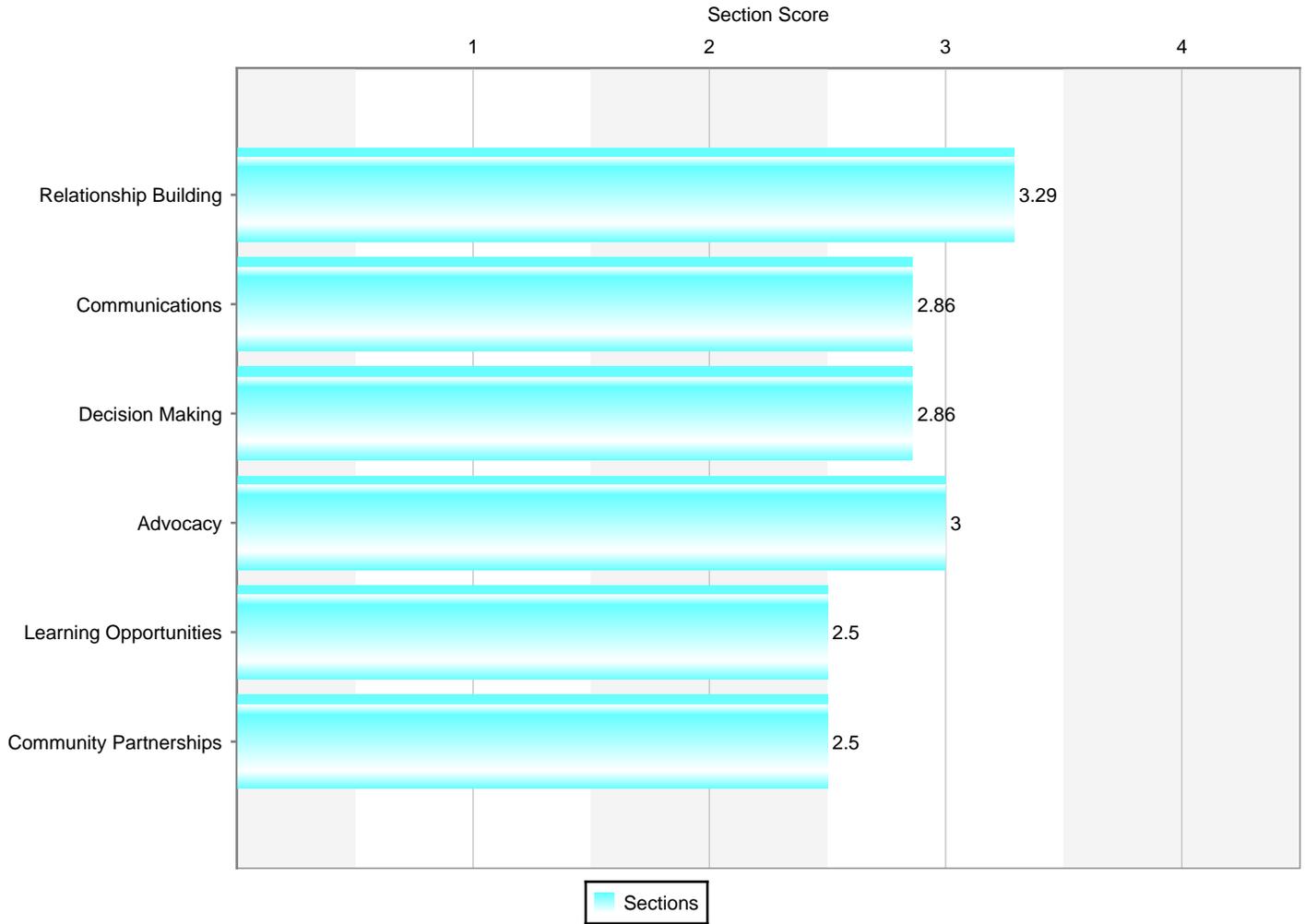
- Learning Opportunities
- Community Partnerships

To sustain the areas of strength, we will continue to involve our parents as partners in education. We will continue to communicate with our parents to keep them informed and to develop partnerships that will carry over into the improvement of academics. Our goal is for our parents and students to freely communicate with us so that we can make improvements and take the needed steps to foster student achievement and home-school relations.

To improve the areas of need, we will begin to implement parent/community/student surveys as a tool to identify the needs that they feel require our attention. To improve Learning Opportunities, we will begin to include a parent workshop with our Family Reading and Family Math nights. In addition, we will work more closely with our Family Resource Center to get Parent Workshop information out to our parents. We will also work to increase our community partnerships. These partnerships will benefit our students and become a catalyst for improvement in our school.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parent members are selected by secret ballot. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Boston Elementary School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be relevant to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the second Monday of each month at 3:00 PM. Regular meetings may be canceled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. An agenda item under public comment is open for those interested in addressing the council.

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

The SBDM council parent members Deana Barton and Tonya Bell were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

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 CSIP report is presented to the stakeholders at SBDM meeting and is also presented at an annually to the Whitley County Board of Education. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	October 8, 2014 was an early release date for analyzing data.	

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	Collaborated with the Reading, Writing, and Math Specialists from the District.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool/kindergarten meeting that takes place at the end of each school year to provide an easier transition. Kindergarten readiness initiative summer 2014	

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	Teachers participated in Academic Academies that focused on differentiation, learning center principals, CIITS, MAP, and the TPGES.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	To recruit highly qualified teachers, we engage possible employment candidates by giving them the opportunity to substitute teach in the absences of classroom teachers. During these substituting sessions, these potential candidates are observed and evaluated utilizing the TPGES standards and domains. Candidates who perform well are called upon to fill temporary absences regularly. Each time they are observed and evaluated to determine their possible employment in the event that we have an opening and funds to hire another teacher.	

KDE Comprehensive School Improvement Plan

Boston Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	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	Munis Reports	

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	We are implementing a newsletter (Eagle Express) that will be sent out through hard copy and email. In addition, we will implement the use of Remind, a text service that allows the sender to text those who sign up for the service. With Remind, the sender can send an outgoing text with announcements and reminders, the recipients can view the text but not respond. We currently utilize an all call system to notify and communicate with parents. Parent/Teachers Conferences and Open House are scheduled throughout the year.	

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

KDE Comprehensive School Improvement Plan

Boston Elementary School

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes	Each year the Whitley County School District provides Academic Academies that provide appropriate professional development activities/opportunities for staff members who will be serving students. The Academic Academies for the 2014-2015 school year took place on July 29, 30, and 31, 2014. Also, professional development opportunities are offered throughout the school year. In addition to district/school offered professional development, all staff members have access to Edviation, which provides PD opportunities through the CIITS program.	

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	The SBDM council reviews and approves the Comprehensive School Improvement Plan (CSIP).	

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	During the early release day, the school staff analyzed data to review academic achievement and to develop a plan to address the needs of our students.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Identified students are serviced through the Math Intervention program and the Read To Achieve grant program. Tier two students were progress monitored through AIMSweb weekly.	

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.	No	Not applicable because we are not a Targeted Assisted School.	

KDE Comprehensive School Improvement Plan

Boston Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Programs that we coordinate and integrate with are: Title I, IDEA, Gifted/Talented, Read to Achieve, Math Grant, and the 21st Century program,	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	No	Not applicable because we are not a Targeted Assistance School.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not applicable because we are not a Targeted Assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	Not applicable because we are not a Targeted Assistance school.	

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

KDE Comprehensive School Improvement Plan

Boston Elementary School

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	Each year the Whitley County School District provides Academic Academies that provide appropriate professional development activities/opportunities for staff members who will be serving students. The Academic Academies for the 2014-2015 school year took place on July 29, 30, and 31, 2014. Also, professional development opportunities are offered throughout the school year. In addition to district/school offered professional development, all staff members have access to Edviation, which provides PD opportunities through the CIITS program.	

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	CSIP is reviewed annually with the staff and the SBDM council.	

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 and linked to our district website. (provide the website link below)	Yes	The Comprehensive School Improvement Plan (CSIP) can be located on our web page at www.whitley.kyschools.us	

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

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 specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	We have no other staff listed.	

KDE Comprehensive School Improvement Plan

Boston Elementary School

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 paraeducators 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		

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

Utilize data from the TELL survey to improve instruction at Boston Elementary.

Measurable Objective 1:

collaborate to decrease classroom interruptions that interfere with instruction by 06/30/2015 as measured by TELL survey question 2.1f.

Strategy1:

Message Collection/Delivery System - The principal will implement a new message collection/delivery system that will decrease classroom interruptions.

Category: Continuous Improvement

Research Cited:

Activity - Documentation of Messages for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Messages for classroom teachers will be documented on the 'Message For' document. Twice daily, those documented messages will be delivered and placed outside the classroom door for teachers. This will eliminate classroom disturbances and ensure protection of instructional time.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Principal, Office staff, Support staff, and Teachers

Activity - Collection Log	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Office staff will utilize a collection log to document all phone calls and messages.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Principal, Office staff, Support staff,

Strategy2:

Collaboration with Teachers - Principal will collaborate with teachers to review classroom schedules to ensure maximum instructional time.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will meet in PLCs to discuss and regularly review classroom schedules for maximum instructional time.	Professional Learning			09/01/2014	06/30/2015	\$0 - No Funding Required	Principal and Teachers

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy1:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process			08/12/2013	06/30/2014	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement			08/11/2014	06/30/2015	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process			08/11/2014	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal

Strategy2:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Activity - Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program			09/02/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers and Principal

Strategy3:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Monitor RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal

KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Evaluate RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel

Strategy4:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Scrimmage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Activity - Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need and note strengths of the writings.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Boston Elementary from 48.7% to 72.1% by 05/01/2015 as measured by K-PREP.

Strategy1:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused SY 2014-2015

KDE Comprehensive School Improvement Plan

Boston Elementary School

Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleagues who will be assisting during the group times.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create lessons to reinforce objectives that were not mastered by students.	Academic Support Program			08/12/2013	06/30/2014	\$0 - No Funding Required	Teachers

Activity - Group Establishment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers

Strategy2:

CIITS - Teachers will utilize CIITS for planning, creating, and sharing instructional resources.

Category: Teacher PGES

Research Cited:

Activity - CIITS Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to share effective uses of CIITS for improving instructional practices and student assessment for continuous improvement.	Academic Support Program			08/07/2013	06/30/2014	\$0 - No Funding Required	Teachers, Principal

Activity - Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creating, and sharing of instructional resources.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Strategy3:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Research Cited:

SY 2014-2015

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KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Grade Level Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Strategy4:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Proficiency Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Analyzing Test Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, K-PREP, etc.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Strategy5:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - 21st Century Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program			08/11/2014	06/30/2015	\$20000 - Other	Teachers, Principal, Ginger Downs

Activity - Read To Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Ginger Downs

Activity - District Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Lucinda Daniels

All children were screened for kindergarten readiness.

Goal 1:

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

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy1:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process			08/11/2014	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process			08/12/2013	06/30/2014	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement			08/11/2014	06/30/2015	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

Narrative:

The Kindergarten Readiness assessment utilized by Boston Elementary and the Whitley County School District is Brigance.

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

Goal 1:

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

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy1:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process			08/11/2014	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process			08/12/2013	06/30/2014	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement			08/11/2014	06/30/2015	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

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

Measurable Objective 1:

SY 2014-2015

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collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy1:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Monitor RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal

Activity - Evaluate RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel

Strategy2:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process			08/12/2013	06/30/2014	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

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Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process			08/11/2014	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement			08/11/2014	06/30/2015	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

Strategy3:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need and note strengths of the writings.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Activity - Writing Scrimmage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Strategy4:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information

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needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Activity - Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program			09/02/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers and Principal

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Boston Elementary from 48.7% to 72.1% by 05/01/2015 as measured by K-PREP.

Strategy1:

CIITS - Teachers will utilize CIITS for planning, creating, and sharing instructional resources.

Category: Teacher PGES

Research Cited:

Activity - Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creating, and sharing of instructional resources.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

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Activity - CIITS Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to share effective uses of CIITS for improving instructional practices and student assessment for continuous improvement.	Academic Support Program			08/07/2013	06/30/2014	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Strategy3:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleagues who will be assisting during the group times.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create lessons to reinforce objectives that were not mastered by students.	Academic Support Program			08/12/2013	06/30/2014	\$0 - No Funding Required	Teachers

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Activity - Group Establishment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers

Strategy4:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Analyzing Test Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, K-PREP, etc.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Proficiency Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Strategy5:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

Activity - 21st Century Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program			08/11/2014	06/30/2015	\$20000 - Other	Teachers, Principal, Ginger Downs

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Activity - Read To Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Ginger Downs

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Lucinda Daniels

Activity - District Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, District Support Staff

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 from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy1:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing

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individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Monitor RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal

Activity - Evaluate RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel

Strategy2:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

Activity - Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program			09/02/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers and Principal

Activity - Grade Level Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers and Principal

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Strategy3:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need and note strengths of the writings.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Activity - Writing Scrimmage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Strategy4:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement			08/11/2014	06/30/2015	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process			08/12/2013	06/30/2014	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

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Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process			08/11/2014	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Boston Elementary from 48.7% to 72.1% by 05/01/2015 as measured by K-PREP.

Strategy1:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Proficiency Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Analyzing Test Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, K-PREP, etc.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Strategy2:

CIITS - Teachers will utilize CIITS for planning, creating, and sharing instructional resources.

Category: Teacher PGES

Research Cited:

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Activity - Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creating, and sharing of instructional resources.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - CIITS Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to share effective uses of CIITS for improving instructional practices and student assessment for continuous improvement.	Academic Support Program			08/07/2013	06/30/2014	\$0 - No Funding Required	Teachers, Principal

Strategy3:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleagues who will be assisting during the group times.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create lessons to reinforce objectives that were not mastered by students.	Academic Support Program			08/12/2013	06/30/2014	\$0 - No Funding Required	Teachers

Activity - Group Establishment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers

Strategy4:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

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Activity - District Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - 21st Century Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program			08/11/2014	06/30/2015	\$20000 - Other	Teachers, Principal, Ginger Downs

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Lucinda Daniels

Activity - Read To Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Ginger Downs

Strategy5:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Research Cited:

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Activity - Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Grade Level Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 42.1% to 67% by 06/30/2017 as measured by K-PREP..

Strategy1:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Scrimmage	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

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Activity - Writing Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need and note strengths of the writings.	Academic Support Program			01/05/2015	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Strategy2:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Evaluate RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel

Activity - Monitor RTI Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal

Strategy3:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

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Activity - Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program			09/02/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers and Principal

Activity - Grade Level Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers and Principal

Strategy4:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Parent Transition	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement			08/11/2014	06/30/2015	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

Activity - Transitions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process			08/12/2013	06/30/2014	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

Activity - Screening	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process			08/11/2014	06/30/2015	\$0 - No Funding Required	Kindergarten Teachers, Principal

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Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Boston Elementary from 48.7% to 72.1% by 05/01/2015 as measured by K-PREP.

Strategy1:

CIITS - Teachers will utilize CIITS for planning, creating, and sharing instructional resources.

Category: Teacher PGES

Research Cited:

Activity - Instructional Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS for instructional planning, creating, and sharing of instructional resources.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - CIITS Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to share effective uses of CIITS for improving instructional practices and student assessment for continuous improvement.	Academic Support Program			08/07/2013	06/30/2014	\$0 - No Funding Required	Teachers, Principal

Strategy2:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Proficiency Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Activity - Analyzing Test Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, K-PREP, etc.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

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Strategy3:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleagues who will be assisting during the group times.

Category: Continuous Improvement

Research Cited:

Activity - Lesson Enrichment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to create lessons to reinforce objectives that were not mastered by students.	Academic Support Program			08/12/2013	06/30/2014	\$0 - No Funding Required	Teachers

Activity - Group Establishment and Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers

Strategy4:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

Activity - District Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Principal, Teachers, District Support Staff

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Activity - Read To Achieve	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Ginger Downs

Activity - 21st Century Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program			08/11/2014	06/30/2015	\$20000 - Other	Teachers, Principal, Ginger Downs

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program			08/11/2014	06/30/2015	\$50000 - Other	Teachers, Principal, Lucinda Daniels

Strategy5:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Research Cited:

Activity - Test Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

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Activity - Grade Level Test Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program			08/11/2014	06/30/2015	\$0 - No Funding Required	Teachers, Principal

Goal 3:

Utilize data from the TELL survey to improve instruction at Boston Elementary.

Measurable Objective 1:

collaborate to decrease classroom interruptions that interfere with instruction by 06/30/2015 as measured by TELL survey question 2.1f.

Strategy1:

Collaboration with Teachers - Principal will collaborate with teachers to review classroom schedules to ensure maximum instructional time.

Category: Continuous Improvement

Research Cited:

Activity - PLC meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will meet in PLCs to discuss and regularly review classroom schedules for maximum instructional time.	Professional Learning			09/01/2014	06/30/2015	\$0 - No Funding Required	Principal and Teachers

Strategy2:

Message Collection/Delivery System - The principal will implement a new message collection/delivery system that will decrease classroom interruptions.

Category: Continuous Improvement

Research Cited:

Activity - Collection Log	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Office staff will utilize a collection log to document all phone calls and messages.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Principal, Office staff, Support staff,

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Activity - Documentation of Messages for Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Messages for classroom teachers will be documented on the 'Message For' document. Twice daily, those documented messages will be delivered and placed outside the classroom door for teachers. This will eliminate classroom disturbances and ensure protection of instructional time.	Academic Support Program			08/04/2014	06/30/2015	\$0 - No Funding Required	Principal, Office staff, Support staff, and Teachers

Narrative:

In addition to our achievement goals, objective, strategies, and activities, our school completes Program Reviews for Arts and Humanities, PL/CS, and writing.

School Safety Diagnostic

Introduction

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

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 8, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 8, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	July 2014, no changes needed.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 1, 2014	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
9.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
14.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		