



Comprehensive School Improvement Plan

Flat Gap Elementary School
Johnson County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		2016-17 Equity Diagnostic

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

Flat Gap Elementary School is a rural school in Johnson County Kentucky that has .4% minority enrollment, we have 82.1% students from poverty, we are 0% English Language Learners, we have 26% students with disabilities, 86% of our teachers have at least four years experience, our principal is a 1st year head principal and our Assistant has more than three years experience. We currently have a 1:6 ratio of internet accessible devices to students.

Noteworthy data points are 86% poverty rate and a 26% rate of students disabilities.

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

Loss of coal production in Appalachia as led to an increase in student poverty rates. Resulting in students struggling to meet Maslow's Hierarchy of needs.

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

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

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

OR

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

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

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Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Strategy2:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 2:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 3:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

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Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Strategy2:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Strategy3:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy4:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

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Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Measurable Objective 4:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

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Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Measurable Objective 2:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

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Strategy2:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Strategy3:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$100000 - District Funding \$30000 - Other	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy4:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

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Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Strategy5:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PPGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

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Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Measurable Objective 2:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Measurable Objective 3:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

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Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

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Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards.

Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets.

Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Academic Support Program Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Our SBDM was used to complete this part of the CSIP. Nikki Sagraves (Parent Member), Jodie Ramey (Parent Member), Jeanne Reed (Teacher Member), Jessica Mullins (Teacher Member), and Harvey Davis (Teacher Member). We also, utilized our Flat Gap Elementary Boosters Club board for feedback.

Relationship Building

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

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

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

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

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

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

Communications

Overall Rating: 4.0

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

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

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

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

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

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

Advocacy

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

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

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

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

Learning Opportunities

Overall Rating: 4.0

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

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

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

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

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

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

Community Partnerships

Overall Rating: 3.83

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

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

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

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

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

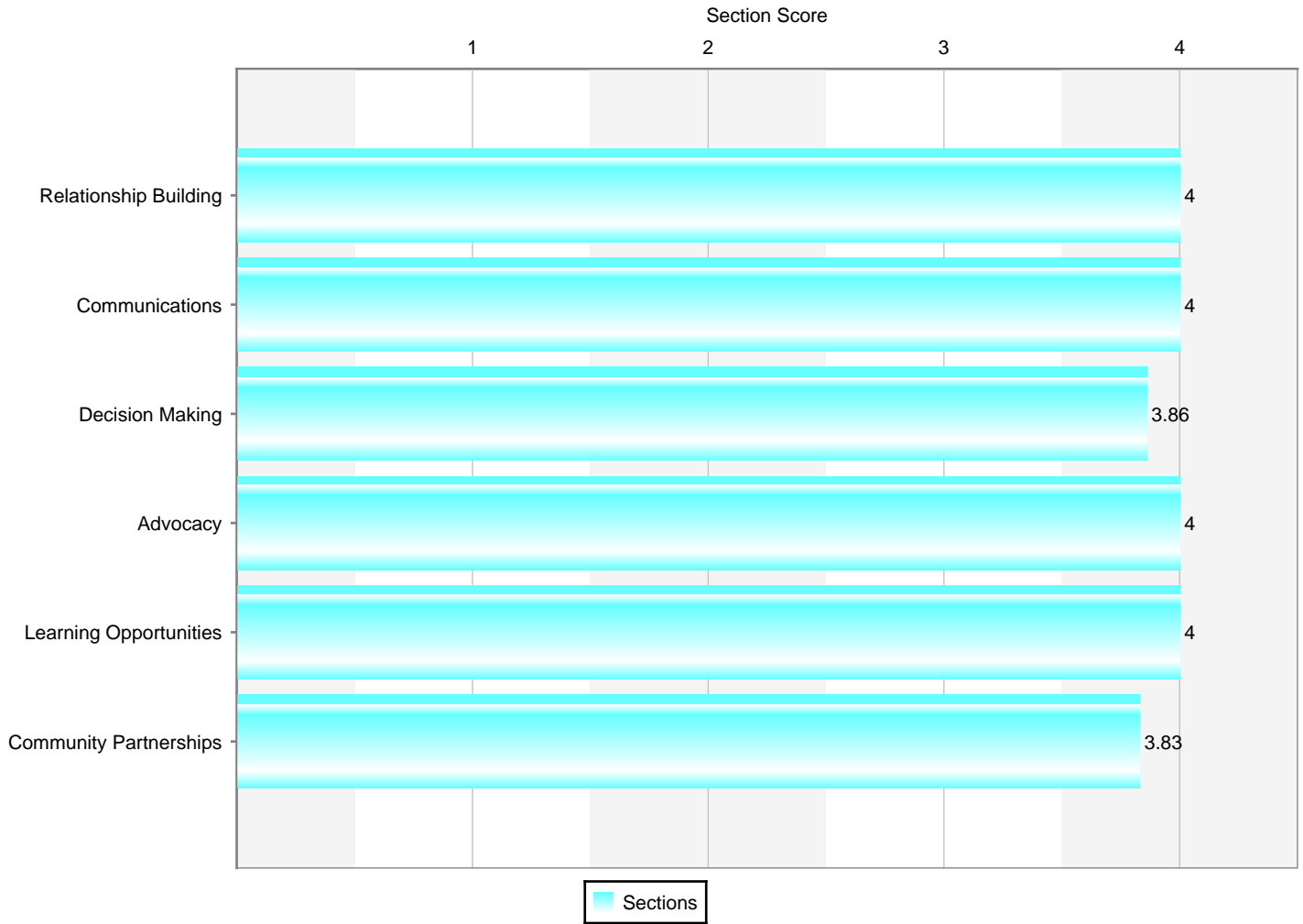
Reflection

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

Our school is in its first year with an active SBDM. We previously didn't have a SBDM. We have started a Boosters Club that is a organization that operates very similar to PTO. Our staff, community, students and administration are actively working in PLCs, SBDM meetings, boosters events and other venues to realize the need of our students and then to effectively address those needs. We are constantly striving to be better and to utilize new ideas to help our students reach their full potential.

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.

Flat Gap Elementary utilizes data from numerous resources when engaging our community for the best possible benefit of our students. Our teachers actively work in a Professional Learning Community in the school that develops learning targets based on the standards and daily formative assessments to ensure students are meeting the targets set for the day. Students who do not meet the target are offered additional help and resources to reach their maximum potential. These assessments also help identify students who are exceeding expectations and need to be offered enrichment. Utilizing this data from school and district PLCs we are able to have a focused approach when utilizing our stakeholders to maximize student achievement.

Flat Gap Elementary is a 2016 School of Distinction with numerous stakeholders helping us to achieve this honor. Our teachers attend Professional Development throughout the year utilizing numerous stakeholders such as KVEC and KEDC to stay up to date with trends and data that helps our students reach their full potential. Our teachers then take on leadership roles as they network within our school to bring new information to each individual educator in our building.

The Family Resource Center Director and Advisory Council serve as a team of stakeholders composed of parents, teachers, administrators, and community members. This group works together to ensure that our students basic needs are met so that they may be more effective learners without those barriers caused by low income and other outside issues.

The Flat Gap Elementary Boosters club is a newly formed organization that works to raise money for student activities and school improvement. The boosters club meets monthly and is entirely a parent led organization. The boosters club also is in charge of parent elections for the SBDM as we move forward with our our newly formed SBDM.

Other partnerships we utilize for our students include: 4-H, UNITE, Kentucky Fish and Wildlife, Cub Scouts and Girl Scouts, etc.

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

Teachers

PLCs

Parents

Students

Administrators

SBDM

Family Resource Center and Advisory Council

Flat Gap Elementary Boosters Club

District Instructional and Administrative Leaders

Community Partners

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 CSIP is communicated to all stakeholders. The CSIP is reviewed for approval once all stakeholders have had time to provide input based on a variety of data resources such as: K-PREP, TELL Survey, VAL-ED Survey, Student Voice Survey, FRC data, PLC Data, TPGES, etc. SBDM approves the CSIP after stakeholders review it. SBDM meeting are posted at school and in newsletters and all parents and community members are invited. The FRC and Advisory Council review the CSIP periodically to offer input on its effectiveness. The CSIP is placed on the school home page for access by any person wishing to review it. SBDM reviews parts of the CSIP during monthly meetings and offers input into its effectiveness. The school leadership team visits the CSIP frequently to ensure the school is on track with the CSIP.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

The question we are trying to answer is, what do we need to reteach or focus on during class instruction? The data/information tells us that they we need to focus on reading and Language Arts because of low scores across the board in this area. The data does not tell us what the specific areas of trouble may be and how many questions were asked on the assessments that addressed each area.

Areas of Strengths

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

Our math scores had a great reduction in novices across the board and our students showed some growth in reading and Language Arts. We are sustaining the areas of strength by organizing our PLCs in a fashion that teachers will have opportunities to collaborate with teachers in the same grade and vertically in other grades throughout the school so we can create a dialogue that will enable sustainable growth throughout the school. We are using daily learning targets created from the current standards to develop lesson and daily formative assessments so that students who need intervention as well as enrichment can be identified and then targeted daily.

Opportunities for Improvement

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

Through school and district PLCs we are working toward creating rigor that is appropriate for our students to reach their highest possible achievement. We are being more focused on our questioning and making sure we are in higher levels of thinking on Bloom's Taxonomy.

Conclusion

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

Our next steps to effectively address the areas of concern is to utilize Learning Targets and formative assessments to identify issues student are having quickly and address those issues with intervention techniques so that they have a higher success rate on learning targets.

2016-17 Flat Gap Elementary Plan for Comprehensive School Improvement Plan

Overview

Plan Name

2016-17 Flat Gap Elementary Plan for Comprehensive School Improvement Plan

Plan Description

Goals, Activities, Strategies

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.	Objectives: 4 Strategies: 8 Activities: 10	Organizational	\$36500
2	Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.	Objectives: 2 Strategies: 6 Activities: 11	Organizational	\$193000
3	Support the development of Next Generation Professionals maintaining 100% highly qualified staff.	Objectives: 3 Strategies: 4 Activities: 11	Organizational	\$2810
4	Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$4000

Goal 1: All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy 1:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	All teachers

Strategy 2:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000	District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

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K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000	Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i
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Strategy 3:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000	General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy 4:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

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Activity - SWOT	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	All educational staff.

Measurable Objective 2:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy 1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500	District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 3:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy 1:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0	No Funding Required	Social Studies teachers

Strategy 2:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

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Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0	No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Measurable Objective 4:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy 1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0	No Funding Required	All teachers

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0	No Funding Required	All teachers and educational staff.

Goal 2: Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy 1:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to

Comprehensive School Improvement Plan

Flat Gap Elementary School

their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$130000	District Funding, Other	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy 2:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000	District Funding	Teachers, educational staff and district personnel

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$11000	Other, General Fund	Teachers, Administration, educational staff and district personnel

Strategy 3:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$2000	Other, General Fund	All teachers and administrators

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Activity - Improve SBDM	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0	No Funding Required	Administration , All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Strategy 4:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Activity - Safety Drills	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	Students and staff

Strategy 5:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	Principal and all staff

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0	Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Measurable Objective 2:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

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Strategy 1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	All teachers, principal, DPP
Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0	No Funding Required	Teachers, educational staff, students.
Activity - Diversion Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0	No Funding Required	Principal, Assistant Principal, DPP

Goal 3: Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

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Strategy 1:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200	Race to the Top	Administration and staff
Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250	District Funding	Administration and staff
Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360	District Funding	Administration and staff
Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0	No Funding Required	Administration and staff

Strategy 2:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0	No Funding Required	Administration and staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

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Strategy 1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Activity - Principal PGP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0	No Funding Required	District and school level administration

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0	No Funding Required	Administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000	District Funding	Administration

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy 1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500	Title II Part A	Educational Staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500	District Funding	Educational Staff

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0	No Funding Required	All educational staff

Goal 4: Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy 1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	All educational staff
Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0	No Funding Required	All educational staff

Goal 5: Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy 1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards. Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets. Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction, Academic Support Program, Professional Learning	01/02/2017	05/29/2020	\$4000	General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SWOT	Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0	All educational staff.
CIITS Required Performance Measures	75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0	Administration and staff
Collaboration among teachers, administrators, and DPP	Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0	All teachers, principal, DPP
Diversion Program	Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0	Principal, Assistant Principal, DPP
Critical Thinking	Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0	All educational staff
Principal PGP	Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0	District and school level administration
Social Studies Alignment	Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0	Social Studies teachers

Comprehensive School Improvement Plan

Flat Gap Elementary School

Writing Program	Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0	All teachers
School Health and Wellness Analysis	Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0	Principal and all staff
Differentiation of Instruction	Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0	All educational staff
Student Growth Measure	Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0	Administration and staff
Improve SBDM	FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM
School/District Content Area PLCs	Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0	All educational staff
Student led tracking of individual attendance	Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0	Teachers, educational staff, students.
Safety Drills	Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0	Students and staff
Monitor Integration of subject matter	Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0	Principal, assistant principal, teacher leaders, and peer observers.
Writing Instructional Best Practices	Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0	All teachers and educational staff.
PGES PD 360 Module	District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0	Administration
Core Days Best Practices	Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0	All teachers
Total					\$0	

Comprehensive School Improvement Plan

Flat Gap Elementary School

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Begin implementation of NGSS Science Standards	Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500	all teachers including (Science, ELA - informative text selections; Math)
Response to Intervention	Provide students identified for RtI individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000	All teachers, instructional assistants and district staff.
Leadership Network	Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000	Administration
Music and Art Personnel	Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000	Teachers, educational staff and district personnel
PGES Teacher Self-Reflection and Professional Growth Measure	Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250	Administration and staff
Specialty Certification Services	Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$100000	counselor, nurse, OT, Speech Therapist and special education staff.
PGES Student Voice Measure	Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360	Administration and staff
Early Learners Network	Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500	Educational Staff
Total					\$157610	

General Fund

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

Flat Gap Elementary School

Parent/Community Connections	Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000	All teachers and administrators
Enrichment/Cultural Programs	Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000	Teachers, Administration, educational staff and district personnel
Math Networking	Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000	All math teachers, instructional assistants, and UNITE math tutor.
PLCs Daily Data Analysis	Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction, Academic Support Program, Professional Learning	01/02/2017	05/29/2020	\$4000	All staff will be responsible for various stages of this intervention and enrichment process.
Total					\$16000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Specialty Certification Services	Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$30000	counselor, nurse, OT, Speech Therapist and special education staff.
Enrichment/Cultural Programs	Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$1000	Teachers, Administration, educational staff and district personnel

Comprehensive School Improvement Plan

Flat Gap Elementary School

Read to Achieve	K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i
Nutrition Program	Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0	Marsha Coleman, Chris Pierce, cafeteria personnel
Parent/Community Connections	Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000	All teachers and administrators
Total					\$62000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Conceptual Building Blocks	Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500	Educational Staff
Total					\$500	

Race to the Top

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

Flat Gap Elementary School

PGES Observation Measure	Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200	Administration and staff
					Total	\$200

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan

Flat Gap Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

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

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	All of our students Are eligible for Title I because we are SWP.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	All of our students Are eligible for Title I because we are SWP.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	All of our students Are eligible for Title I because we are SWP.	

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	All of our students Are eligible for Title I because we are SWP.	

Comprehensive School Improvement Plan

Flat Gap 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		

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	All of our students Are eligible for Title I because we are SWP.	

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	All of our students Are eligible for Title I because we are SWP.	

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	We are Title I SWP but we have established a Parent Involvement Policy and Parent Compact.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	All of our students Are eligible for Title I because we are SWP.	

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		

Comprehensive School Improvement Plan

Flat Gap Elementary School

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	www.johnson.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		

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

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	All of our students are eligible for Title I because we are SWP.	

Comprehensive School Improvement Plan

Flat Gap Elementary School

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	No	All of our students are eligible for Title I because we are SWP.	

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Measurable Objective 2:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 3:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy2:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Strategy3:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy4:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Measurable Objective 4:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Strategy2:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy2:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Strategy3:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$100000 - District Funding \$30000 - Other	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy4:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Strategy5:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 2:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

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demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Measurable Objective 2:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

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Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Strategy2:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

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Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards.

Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets.

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Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Academic Support Program Professional Learning Direct Instruction	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Strategy2:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

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Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Measurable Objective 2:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 3:

collaborate to increase Flat Gap Elementary's Annual Measurable Objective by 05/30/2016 as measured by AMO 72.5.

Strategy1:

Progress Monitoring - Progress monitoring as measured by various assessments (Kindergarten screener, K-2 testing data, K-PREP data, and common and formative local assessments) will be used to plan and adjust teaching and learning cycle.

Category:

Research Cited:

Activity - Transition to Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support systems are in place for ease of transition into Kindergarten (Spring Kindergarten Student Sign Up, Kindercamp, Parent communications, Head Start Transitions, Born Learning Academy etc.).	Academic Support Program	08/01/2012	05/30/2016		Kindergarten teachers, headstart teachers, Family Resource Director

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Activity - Assessment Practices that Promote Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 assessments (formative, building level and K-PREP) will be used to monitor student progress and adjust teaching and learning as needed.	Academic Support Program	08/01/2012	05/30/2016		Staff

Strategy2:

Technology - Increase student use of technology

Category:

Research Cited:

Activity - Technology Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Integration of technology into instruction will be facilitated through the use of networking between the computer lab teacher and all teachers.	Academic Support Program	01/21/2013	05/31/2017		Wendy Davis and all teachers

Measurable Objective 4:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Measurable Objective 5:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

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Strategy1:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Strategy2:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Strategy3:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

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Strategy4:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

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Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Measurable Objective 2:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy2:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - Other \$1000 - General Fund	All teachers and administrators

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Strategy3:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Strategy4:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$30000 - Other \$100000 - District Funding	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy5:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

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Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

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Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

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Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

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Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards. Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets. Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Academic Support Program Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

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Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 2:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Strategy2:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 3:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy2:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Strategy3:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Strategy4:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Measurable Objective 4:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy2:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Strategy3:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$100000 - District Funding \$30000 - Other	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy4:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Strategy5:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$1000 - Other \$10000 - General Fund	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Measurable Objective 2:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Comprehensive School Improvement Plan

Flat Gap Elementary School

Research Cited:

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards.

Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets.

Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Professional Learning Academic Support Program	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Strategy2:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy3:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy4:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Measurable Objective 2:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Strategy2:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 3:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Measurable Objective 4:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Measurable Objective 2:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Strategy2:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Strategy3:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$100000 - District Funding \$30000 - Other	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy4:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy5:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Comprehensive School Improvement Plan

Flat Gap Elementary School

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Measurable Objective 2:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Measurable Objective 3:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Comprehensive School Improvement Plan

Flat Gap Elementary School

Research Cited:

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards. Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets. Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Academic Support Program Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Strategy2:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Strategy3:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Strategy4:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Measurable Objective 2:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 3:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Strategy2:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 4:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

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Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Measurable Objective 2:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

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Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Strategy2:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$30000 - Other \$100000 - District Funding	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy3:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Strategy4:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

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Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Strategy5:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

SY 2016-2017

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Flat Gap Elementary School

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

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Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards. Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets. Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Academic Support Program Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 1:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Measurable Objective 2:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Strategy2:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Measurable Objective 3:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 4:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Strategy2:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Strategy3:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy4:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy1:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Strategy2:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Strategy3:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy4:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$30000 - Other \$100000 - District Funding	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy5:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Measurable Objective 2:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Flat Gap Elementary School

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Comprehensive School Improvement Plan

Flat Gap Elementary School

Research Cited:

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards.

Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets.

Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

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Flat Gap Elementary School

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Academic Support Program Direct Instruction Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Strategy2:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 2:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Measurable Objective 3:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy2:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Strategy3:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Strategy4:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Measurable Objective 4:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Measurable Objective 2:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy2:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Strategy3:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - Other \$1000 - General Fund	All teachers and administrators

Strategy4:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$10000 - General Fund \$1000 - Other	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Strategy5:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$100000 - District Funding \$30000 - Other	counselor, nurse, OT, Speech Therapist and special education staff.

Goal 3:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Measurable Objective 2:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Measurable Objective 3:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards. Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets. Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Academic Support Program Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

Measurable Objective 1:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Comprehensive School Improvement Plan

Flat Gap Elementary School

Strategy2:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy3:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Strategy4:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

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Flat Gap Elementary School

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Measurable Objective 2:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 3:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Strategy2:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

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Flat Gap Elementary School

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Measurable Objective 4:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

Measurable Objective 1:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Measurable Objective 2:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$30000 - Other \$100000 - District Funding	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy2:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

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Flat Gap Elementary School

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$1000 - Other \$10000 - General Fund	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Strategy3:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

Strategy4:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Strategy5:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Flat Gap Elementary School

Research Cited:

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Strategy1:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

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Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Strategy2:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

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Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Measurable Objective 3:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards. Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets. Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Professional Learning Direct Instruction Academic Support Program	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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

Goal 1:

All students at Flat Gap Elementary will demonstrate proficiency as measured by K-PREP achievement delivery targets for Combined Reading and Math of 75 by 2019.

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Flat Gap Elementary School

Measurable Objective 1:

demonstrate a proficiency in reading and math achievement by 05/31/2017 as measured by K-PREP delivery targets for CRM P/D 64.9% (Reading 65.4% P/D; Math 64.4% P/D).

Strategy1:

Reading Interventions - Identify students for reading interventions.

Category: Continuous Improvement

Research Cited:

Activity - Read to Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 students will be identified for reading intervention through RTA reading program. Students will be identified through data collection based on daily learning targets and daily formative assessments.	Academic Support Program	08/01/2016	05/29/2020	\$30000 - Other	All teachers in the building will participate in PLCs to develop learning targets based on the Kentucky Academic Standards and to develop mini formative assessments to identify students in need of intervention. The Reading Recovery teacher will work to i

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students identified for Rtl individualized instruction in reading.	Academic Support Program	08/01/2016	05/29/2020	\$5000 - District Funding	All teachers, instructional assistants and district staff.

Strategy2:

Novice Reduction - Collaboration using PLCs to develop learning targets, formative assessments based on learning targets, and planned intervention to decrease the number of students scoring novice in reading and math.

Category: Continuous Improvement

Research Cited: Reduction of novice scores will help to improve overall proficiency.

Activity - SWOT	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaboration to identify Strengths weaknesses opportunities and threats.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff.

Strategy3:

Math Best Practices Networking - Participants in It's Elementary Math, Conceptual Building Blocks, school and district PLCs, and other district/state training will share best practices in math instruction.

Category: Continuous Improvement

Research Cited: KDE and data analysis

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Math Networking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Strategies shared from the various networks (NCTM conference, Conceptual Building Blocks, District and School level PLCs) will be implemented into classroom practices and student work product.	Professional Learning	08/01/2016	05/29/2020	\$1000 - General Fund	All math teachers, instructional assistants, and UNITE math tutor.

Strategy4:

Core Days - Implement core days to simulate testing demands.

Category: Continuous Improvement

Research Cited:

Activity - Core Days Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide resources and conditions that simulate testing conditions (time limits, longer reading passages).	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers

Measurable Objective 2:

demonstrate a proficiency in writing achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Writing AMO P/D 58.6%.

Strategy1:

ELA Writing Standards - Develop lessons and assessments congruent to the KCAS writing standards.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis

Activity - Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop student portfolios and conduct writing folder checks; model and implement writing plan that includes on-demand writing tasks, short answer responses, language mechanics and components for Writing Program Review.	Academic Support Program	08/01/2012	05/30/2016	\$0 - No Funding Required	All teachers

Activity - Writing Instructional Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement school-wide best practices in writing curriculum (Point Planner for writing, WWF form, four-square).	Professional Learning	08/01/2016	05/31/2017	\$0 - No Funding Required	All teachers and educational staff.

Measurable Objective 3:

demonstrate a proficiency in science assessment literacy by 05/31/2017 as measured by STEM practices, 3 dimensional learning and TCT..

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Flat Gap Elementary School

Strategy1:

Next Generation Science Standards (NGSS) Alignment - Align science curriculum, pacing and resources to the new NGSS.

Category: Continuous Improvement

Research Cited: KDE and Data Analysis.

Activity - Begin implementation of NGSS Science Standards	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Align science curriculum, pacing and resources to the science and engineering practices within the NGSS document.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	all teachers including (Science, ELA - informative text selections; Math)

Measurable Objective 4:

demonstrate a proficiency in social studies achievement of proficient/distinguished by 05/31/2017 as measured by K-PREP Social Studies P/D 70%.

Strategy1:

Social Studies integration - Teachers will collaborate with each other in grade level teams and across adjoining grades to increase student exposure to core concepts relating to social studies curriculum by integrating these concepts in regular lesson activities.

Category: Stakeholder Engagement

Research Cited: Increase in exposure to subject matter will allow students to retain needed information more readily.

Activity - Monitor Integration of subject matter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of planned subject integration through formative assessments, walk-through observation and lesson plan review.	Direct Instruction	08/01/2016	05/31/2017	\$0 - No Funding Required	Principal, assistant principal, teacher leaders, and peer observers.

Strategy2:

New Social Studies Standards - Analyze and align social studies curriculum, assessments and resources to the new standards.

Category: Professional Learning & Support

Research Cited: KDE and Data Analysis

Activity - Social Studies Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze standards and align social studies curriculum.	Professional Learning	08/01/2016	08/28/2020	\$0 - No Funding Required	Social Studies teachers

Goal 2:

Flat Gap Elementary will provide a safe and supportive learning environment that maximizes each student's learning experience.

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Flat Gap Elementary School

Measurable Objective 1:

collaborate to reduce barriers to learning by 05/31/2017 as measured by Tell Surveys, FRC and attendance records..

Strategy1:

School Health and Wellness - Reduce barriers to learning by supporting the health and wellness of each student.

Category: Early Learning

Research Cited:

Activity - Nutrition Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide free meal program to all students through School & Community Nutrition	Other	08/01/2016	05/29/2020	\$0 - Other	Marsha Coleman, Chris Pierce, cafeteria personnel

Activity - School Health and Wellness Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support the health and wellness of students through careful monitoring of nutrition and to increase the daily physical activity opportunities of students as evidenced by schedules and the annual wellness and physical activity review.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Principal and all staff

Strategy2:

Supporting the Total Child - The Flat Gap Family Resource Center will develop and utilize partnerships with numerous community members to help meet students basic needs on Maslow's Hierarchy of needs in order to get them to the level in which they may be effective learners. By reducing barriers to learning students will work to their highest individual potential as learners.

Category: Continuous Improvement

Research Cited: KDE, Maslow's Hierarchy of Needs Pyramid, Data Analysis

Activity - Specialty Certification Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Services provided to students through Counselors, Nurse, FRC, Speech Therapist, OT, special education and community partners	Other	08/01/2016	05/31/2017	\$30000 - Other \$100000 - District Funding	counselor, nurse, OT, Speech Therapist and special education staff.

Strategy3:

School Safety - Providing safe and secure learning environment through appropriate safety procedures.

Category: Management Systems

Research Cited:

Activity - Safety Drills	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct routine safety drills (fire, tornado, earthquake, lockdown, and evacuation) to prepare students and staff in the event of an emergency.	Behavioral Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	Students and staff

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Strategy4:

Community Connections - Provide opportunities for parent and community involvement

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Community Connections	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide opportunities for parent/community involvement (open houses, volunteers etc.) and communication through (JC TV, Eagles Express, Newsletters, School Messenger, Social Media etc.)	Community Engagement	08/01/2016	05/29/2020	\$1000 - General Fund \$1000 - Other	All teachers and administrators

Activity - Improve SBDM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FGES will work to improve its newly formed SBDM to allow for more community and parent input.	Community Engagement	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration, All teachers, Community Partners, Flat Gap Elementary Booster's Club, SBDM

Strategy5:

Supplemental Programs - provide enrichment in the arts and exposure learning experiences beyond the classroom

Category: Early Learning

Research Cited:

Activity - Enrichment/Cultural Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide field trip/cultural program experiences for student learning	Field Trip	08/01/2016	05/29/2020	\$1000 - Other \$10000 - General Fund	Teachers, Administration, educational staff and district personnel

Activity - Music and Art Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students instruction and exposure to the arts	Academic Support Program	08/01/2016	05/29/2020	\$50000 - District Funding	Teachers, educational staff and district personnel

Measurable Objective 2:

collaborate to reduce the number of students who are chronically absent (10% of the instructional days or ~17 days) by 10% by 05/31/2017 as measured by Student attendance reports.

Strategy1:

Reduce the number of students who are chronically absent - Staff will work together to increase student attendance for all students

Category: Stakeholder Engagement

Comprehensive School Improvement Plan

Flat Gap Elementary School

Research Cited: Chronic absence from school is typically defined as missing at least 10 percent of school days in a year for any reason; excused or unexcused is a primary cause of low academic achievement and a powerful predictor of which students will eventually drop out of school

Activity - Student led tracking of individual attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with assistance of teacher will track individual attendance in grades K-2. Beginning in grade 3 students will track individual attendance using a teacher designed template.	Behavioral Support Program	01/04/2016	05/30/2016	\$0 - No Funding Required	Teachers, educational staff, students.

Activity - Collaboration among teachers, administrators, and DPP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal will work with DPP to help reduce chronic absenteeism. Teachers will monitor daily attendance of students and ensure that administrators are aware of students who are chronically absent. School secretary will contact household of absent students each day and record reason given for absence in contact log. Once a student reaches 3 unexcused absences administration will contact DPP to consider options.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All teachers, principal, DPP

Activity - Diversion Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with excessive absences will be subject to a diversion program. Principal/assistant principal will send student absentee letters homes to parents/guardians at 3, 5, and 6 days of unexcused absences. Follow-up conferences with parents will be scheduled by the principal/assistant principal to provide information and support. Referrals to the DPP will be initiated after the sixth unexcused absence or tenth accumulated absence.	Policy and Process	01/04/2016	05/30/2016	\$0 - No Funding Required	Principal, Assistant Principal, DPP

Goal 3:

Support the development of Next Generation Professionals maintaining 100% highly qualified staff.

Measurable Objective 1:

collaborate to support highly effective teaching and learning by 05/31/2017 as measured by district professional learning networks and opportunities. .

Strategy1:

Professional Learning Networks - Teacher leaders will participate in a variety of networks and act as leaders in providing in-district training.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - Early Learners Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional strategies and best practices for early learners.	Professional Learning	08/01/2016	05/29/2020	\$500 - District Funding	Educational Staff

Activity - Conceptual Building Blocks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Approaching math instruction through a conceptual lens.	Professional Learning	08/01/2016	05/31/2017	\$500 - Title II Part A	Educational Staff

Activity - School/District Content Area PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Networking designed to facilitate characteristics of highly effective instruction.	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Measurable Objective 2:

demonstrate a proficiency in the Next Generation Principals Professional Growth and Effectiveness System (PPGES) by 06/01/2017 as measured by 100% of principals Teachscape certified and knowledgeable of all components of PGES..

Strategy1:

PGES - Implement the district-wide PGES components and expectations

Category: Continuous Improvement

Research Cited:

Activity - Leadership Network	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and assistant will attend Principal Network offerings from local education coop	Professional Learning	08/01/2016	05/29/2020	\$1000 - District Funding	Administration

Activity - PGES PD 360 Module	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school administration training on PGES	Professional Learning	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration

Activity - Principal PGP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop PGP with superintendent or designee (SGG, self-reflections)	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	District and school level administration

Measurable Objective 3:

demonstrate a proficiency In the Teacher Professional Growth and Effectiveness System (PGES) by 05/31/2017 as measured by accomplished or exemplary performance for a highly effective teaching staff.

Comprehensive School Improvement Plan

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Strategy1:

CIITS Monitoring - Monitor CIITS Performance Measures and Race to the Top Guidelines

Category: Continuous Improvement

Research Cited:

Activity - CIITS Required Performance Measures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
75% of educators will use the Assessment Admin module to create assessments, 75% of educators will use the School & District Data module to view key performance indicators to create reports, 85% of educators will participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and 75% of educators will access professional learning opportunities through EDS.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Strategy2:

PGES Measures - Monitor the PGES implementation using the Johnson County PGES Timeline and Race to the Top Guidelines.

Category: Professional Learning & Support

Research Cited:

Activity - PGES Observation Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals and peer observers will support the development of effective teaching through the PGES process with identified teachers.	Policy and Process	08/01/2016	05/29/2020	\$200 - Race to the Top	Administration and staff

Activity - PGES Teacher Self-Reflection and Professional Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all teachers are knowledgeable of PGES components and expectations.	Policy and Process	08/01/2016	05/29/2020	\$250 - District Funding	Administration and staff

Activity - Student Growth Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement the student growth goal setting process in collaboration with the principal.	Policy and Process	08/01/2016	05/29/2020	\$0 - No Funding Required	Administration and staff

Activity - PGES Student Voice Measure	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administer Student Voice Survey and reflect upon the results to improve student outcomes.	Policy and Process	08/01/2016	05/29/2020	\$360 - District Funding	Administration and staff

Goal 4:

Increase % Performance Level P/D in Gap Group CRM to 73.7 on K-PREP by May 30, 2019.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Measurable Objective 1:

collaborate to increase P/D % in Gap Group for CRM by 05/31/2017 as measured by K-PREP increase to 63.2% P/D.

Strategy1:

Instructional Best Practices - Implement and monitor identified instructional best practices.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in flexible groups based on identified need or interest.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Activity - Critical Thinking	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop task based instruction with essential questions that promote student inquiry and critical thinking skills.	Academic Support Program	08/01/2016	05/29/2020	\$0 - No Funding Required	All educational staff

Goal 5:

Reduce Novice Performance as measured by K-PREP data (Reading 5.7% N and Math 4.95% N) by May 31, 2020.

Measurable Objective 1:

collaborate to decrease novice performance in math and reading by 05/31/2017 as measured by K-PREP (Reading 11% N and Math 7% N).

Strategy1:

Intervention/Enrichment - Utilizing effective PLCs our school will develop learning targets based on the Kentucky Academic Standards.

Using these daily learning targets we will develop mini formative assessments that will check for student progress on learning targets.

Students who are identified as needing help will then be pulled into a smaller setting to differentiate instruction in order to help them reach the learning target. Students who are exceeding expectations will be pulled for enrichment activities. By identifying and targeting our students we will ensure that every student learns to their highest potential.

Category: Continuous Improvement

Research Cited: Data Analysis of data gathered from school and district PLCs and formative assessments. KDE Novice reduction research.

Comprehensive School Improvement Plan

Flat Gap Elementary School

Activity - PLCs Daily Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in PLCs to develop daily learning targets based on the Kentucky Academic Standards. From these learning targets daily mini formative assessments will be created. The progress of these learning targets will be monitored daily. With this daily monitoring students who need intervention and enrichment will be identified and targeted on a daily basis throughout the year.	Direct Instruction Academic Support Program Professional Learning	01/02/2017	05/29/2020	\$4000 - General Fund	All staff will be responsible for various stages of this intervention and enrichment process.

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?

Flat Gap Elementary School is located in a rural eastern Kentucky community. It is the hub of all community activities. The school offers a great learning atmosphere for 300+ students in Head start through 6th grade. We strive to be a community school and to maintain involvement in community activities. During the past couple of years our community has experienced some challenging events. In July 2015 a torrential flood wiped out many homes and left the community to rebuild. Flat Gap Elementary acted as a distribution center for supplies during the emergency and continues to work in the recovery and rebuilding efforts.

Currently our school is moving into a newly renovated portion of the old WPO high school building. These new renovations will improve the building and access for our students and the community. Flat Gap Elementary School believes all students can succeed in the most beneficial and highly motivated setting possible. It is our intent to set goals for our students that will reflect growth for the coming years.

Flat Gap Elementary teachers strive daily to provide the best learning opportunities paired with the most modern strategies to foster learning among all students. Differentiated instruction is used to insure that the needs of all students are met. The teachers and staff all know that students can be successful through the offering of various extracurricular activities, a strong curriculum and a positive learning environment.

Flat Gap Elementary Teachers work daily on Learning Targets based on the Kentucky Academic Standards. Progress is monitored daily on our students through formative assessments so that intervention and enrichment opportunities may be provide when needed.

Our school takes pride in being a old community school with old traditions providing a modern education for our students.

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.

The mission of the Flat Gap Elementary School is to provide a quality education for each student. This mission will help them meet the goals of the Commonwealth of Kentucky, thereby enabling them to become lifelong learners and successful members of society. We believe that all students can learn and achieve success. Our school believes that our purpose is to educate all students to their fullest potential; emotionally, physically, academically, morally and socially. We believe that through the use of collaboration, increased technology and continuing parent involvement, there will be a successful transition from school to society.

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 school made the jump from a Proficient Progressing School in 2015-16 to a Kentucky School of Distinction for the 2016-17 School Year. We have a wonderful performing and musical arts program as our school's 5th and 6th grade performed 'Our Country Tis of Thee' at the Mountain Arts Center in November of 2016 with a huge success. We had our first student in sixth grade to ever to be accepted into the All-State Choir in 2016 and a second sixth grader was accepted into the Morehead State Honor Band in 2016.

Flat Gap has a proud heritage of academic and athletic accomplishments. FGES was the 2013 Sixth Grade Showcase champions earning first place in Quick Recall, and numerous individual awards in written exam assessments and written composition. In Governor's Cup regional competition we received 1st place overall, FPS 2nd place, Quick Recall 1st place, 2nd and 4th place finishes in math, and 1st place for language arts and arts & humanities. Academic and Athletic teams continue to show steady improvement. In the future we will seek to continue improvement in extracurricular activities and to increase our scores on the statewide assessments and maintain our distinguished level.

One area we are working to improve is in the area of identifying the individual academic needs of our students quicker and more efficiently and then providing the needed intervention or enrichment once those students are identified. Another area we are working hard to improve in is our academic and Future Problem Solving teams' success. We are working to provide more in-depth practice and work to give our students a better opportunity to compete in the regional and state competitions with higher success.

Additional Information

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

Our school utilizes parent and community volunteers on a daily basis. We have volunteers come in and read with our students during Focus Families as well as volunteers that work with our students on art projects. We have volunteers that work with our resource center to help with events and daily choirs associated with a school. All of our volunteers are finger printed and a criminal background check is performed before they can volunteer in the school.