



Comprehensive School Improvement Plan

Laurel Elementary School
Lewis 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)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.	We have no ESL students, and less than ten of all other groups besides white. At Laurel Elementary we do not see race, religion, or sexual preference or orientation. We are here to educate all children, and do not give in to traditional or institutional prejudice.	School equity

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.

Our Gap scores exceed both the District and State averages. Also, per the Kentucky School Report Card for Laurel Elementary, Laurel Elementary met all GAP goals. We were the only school to meet any of these goals, and we met all!

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.

At Laurel Elementary it is our goal "To empower students of southeastern Lewis County to overcome obstacles and exceed expectations." We as a staff and community are adrift in a sea of lack of economic opportunity, poverty, government dependence. Among this we have a selfless staff and community that places priority on education. Since the 2015-2016 school year we have taken a 14.5% staff cut, yet we are pulling together and doing what we can to continue our academic success.

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.	Two items were listed as N/A, which are beyond our control. Managing student conduct and community engagement and support both exceed the district and state average. School leadership came in at 84.8%, which was slightly less than the district and state averages.	Equity goals

Comprehensive School Improvement Plan

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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:

Laurel Elementary Educators will receive "professional learning" t in curriculum, assessment and instruction in a variety of platforms.

Measurable Objective 1:

collaborate to receive assistance to fully implement any new initiatives to increase effective teacher and learner quality by 05/30/2017 as measured by the increased teacher use of new initiatives aligned to Unbridled Learning or school needs and measured by data, records, observations, CIITS usage, etc...

Strategy1:

Job Embedded Professional Development - Teachers will complete professional development in appropriate mathematics instructional practices. Groups of teachers district wide will work with an instructional consultant to practice high yield classroom strategies that will improve student performance.

Category:

Research Cited:

Activity - TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to utilize TPGES and PPGES. This training will address procedures for the new growth and evaluation system. Laurel Elementary teachers will use assessment instruments via the district leadership network.	Professional Learning	02/04/2013	05/30/2017	\$0 - State Funds	Teachers, Building Administrators

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Activity - Curriculum Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laurel Elementary will implement new pacing guides, aligned assessments, and provide instruction utilizing strategies provided by the educational consultant, and a district employed teacher coach.	Professional Learning	08/01/2012	05/30/2020	\$0 - Title I Part A	Teachers, School Administrators, Teacher Coach

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Teachers at Laurel Elementary (all 6 of them), as well as the elected 2016-2017 Laurel Elementary Site Based Decision Making Council.

Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Overall Rating: 2.71

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

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

	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 staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
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).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

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

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

Decision Making

Overall Rating: 1.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council are invited to attend basic district training. No effort to include other parents on SBDM committees.	Novice

	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 some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	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 encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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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.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

	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 an educational advocate or how to access an educational advocate when needed.	Proficient

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

Learning Opportunities

Overall Rating: 2.5

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

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

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers some information to parents to learn how to support their child's learning.	Novice

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 1.67

	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 leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	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.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents are made aware of family support services in school and in the community that are provided for students. (For example, families know about community resources through school coordinators but it is up to the family to access those resources).	Apprentice

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

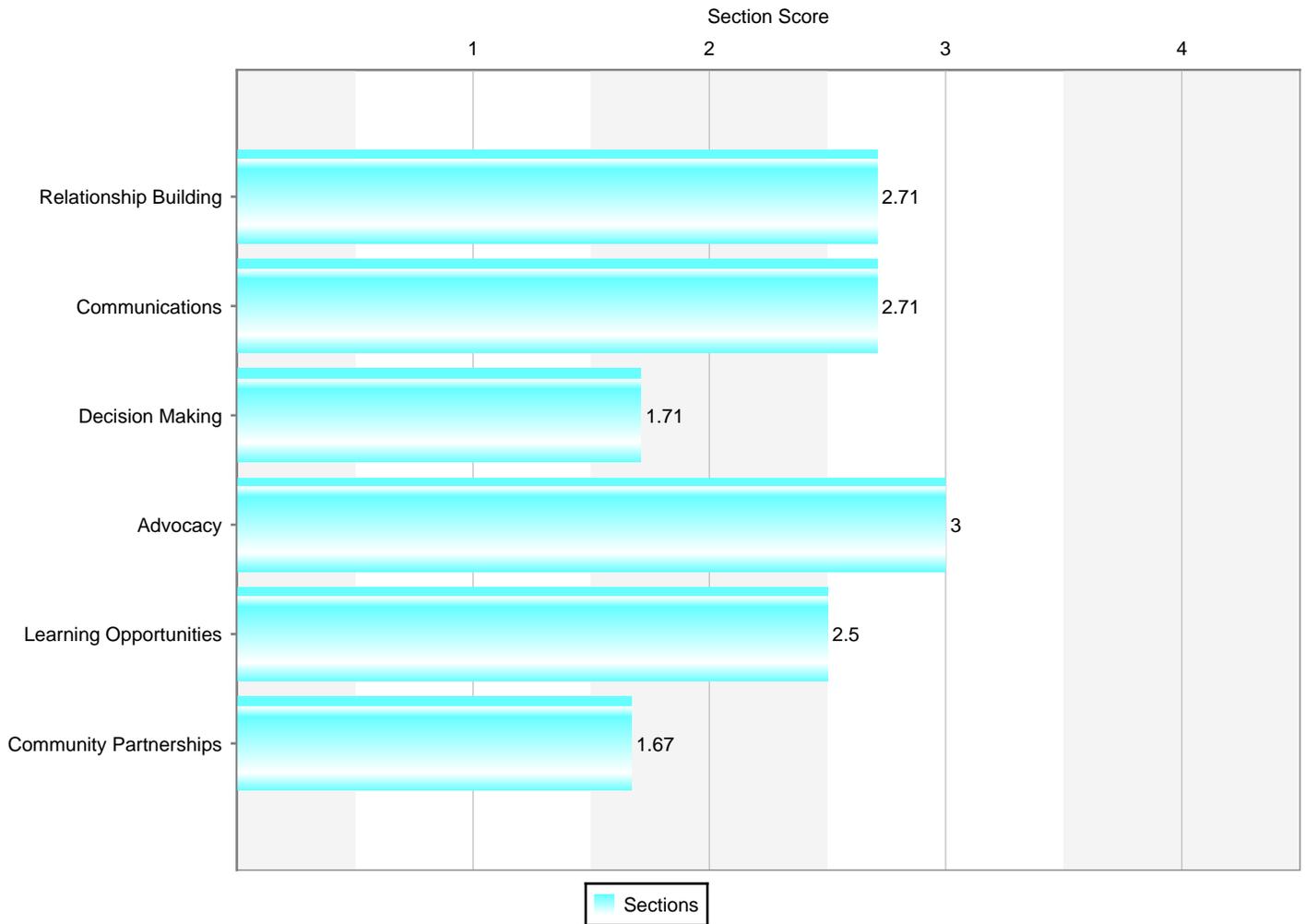
Reflection

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

The entire list of aforementioned options are truly biased toward Laurel Elementary School. Our community is devoid of business/manufacturing. Our community is full of selfless supportive parents, who work effectively with the faculty and staff at Laurel Elementary....our listing as a Proficient Progressing school reflect that. The low scores we were forced to post do not reflect our success. Hopefully to our outside critics, our academic results trump the process created by outsiders which are truly not applicable to us. We have six teachers who give all the effort and time they can selflessly for students, and who strive daily for student achievement and the very existence of our school as the epicenter of our community and a beacon of education.

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.

Laurel Elementary, and its principal has an open door when it comes to receiving information for betterment. With the length of the school day (7:15-4:00), and extra-curricular activities provided by staff, there is very little time for meetings. Furthermore, since job opportunities practically do not exist in our community, parents do not have the time to give to meetings since they are stretched thin with money and work.

Furthermore, due to a 14.3% certified staff cut in teachers, the Principal Mr. Kidwell has had to take on the teaching of 3 classes in addition to his supervision duties. Opportunities to communicate with stakeholders is impossible while principal is engaged in instruction.

The principal will do what he can to accommodate parents, and per the TELL survey results parents are pleased with and supportive of the school.

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

Teacher and Parent members of the 2016-2017 Laurel Elementary Site Based Decision Making Council. All staff members of Laurel Elementary. Their responsibilities in the process was to give input from their standpoint/perspective. Faculty and staff had data driven input, parents for the most part provided input based and the TELL survey and through their SBDM representatives.

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 plan is annually placed on the school website for final review and input. Stakeholders will receive information on its progress upon request, and annually via the LES SBDM.

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 KPREP and Kentucky School Report Card prove that Laurel Elementary has increased in both achievement and gap scores. Based on the 2015-2016 school report card it shows that the overall index of Laurel Elementary has improved. What the Data or School report card can convince us of, or fails to tell us, is how we improved yet slipped to the proficient school designation. In 2014-2015 Laurel Elementary was a distinguished school, and with superior results to last year, we are categorized as a Proficient school for 2015-2016.

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?

Areas of strength were Math, Social Studies, and Writing. Also, with the highest non-duplicated gap group scores in school history, we are closer to eradicating educational stereotyping and discrimination. It must be noted that Laurel Elementary exceeded the district and state averages in ALL categories, and was the only school in the district to meet all of its Proficiency GAP goals. As a matter of fact, we were the only school in the district that met ANY of the proficiency gap goals.

Opportunities for Improvement

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

There are opportunities of improvement across all testable categories. We will place a great deal of emphasis in core instruction and interventions to eradicate our embarrassingly high novice percentage in reading. We will also place emphasis on increasing our percent distinguished in all categories.

Conclusion

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

Next steps are to implement the resources available, rely on parental support, and empower our students to overcome obstacles and exceed expectations. A greater emphasis will be placed this year on writing through the go math program, as well as increasing distinguished performance via ALEKS math and Reading Plus.

Laurel Elementary CSIP 2016-1017

Overview

Plan Name

Laurel Elementary CSIP 2016-1017

Plan Description

16-17

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for Laurel Elementary students from 35.8 in 2012 to 70 by 2017. As a result of the 2014 KPREP test, LES has risen to 50% Proficient and Distinguished in Reading and Math.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$2035
2	Increase the averaged combined reading and math proficiency ratings for Laurel Elementary students in the non-duplicated gap group from 29.4 in 2012 to 64.7 in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
3	Instructional and productivity software usage will increase from 25% to 100% by 2017.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$1400
4	Increase the % of students reaching benchmark in Math from 64.2% to 70 %.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2500
5	70 percent of students at Laurel Elementary will reach benchmark in Reading based on Measurement of Academic Progress data.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6400
6	Laurel Elementary School will develop strong programming in: Writing and Early Learning Programs; Arts and Humanities; Practical Living/Career Studies and Global Competency.	Objectives: 2 Strategies: 1 Activities: 1	Organizational	\$0
7	Increase the percentage of students ready for Kindergarten and early learning experiences.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$2000
8	All parents will be encouraged to participate in the Parent Title I Survey.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	All 2nd, 3rd, 4th, 5th, and 6th grade students will be enrolled in ALEKS math classes from both remedial and enrichment services.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1258
10	Parent Engagement Policy	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for Laurel Elementary students from 35.8 in 2012 to 70 by 2017. As a result of the 2014 KPREP test, LES has risen to 50% Proficient and Distinguished in Reading and Math.

Measurable Objective 1:

collaborate to increase the overall reading and math for Laurel Elementary School from 50.0 to 60.0 by 05/30/2017 as measured by by K-Prep .

Strategy 1:

Core Program Effectiveness - A district team comprised of district leadership, school leadership and subject appropriate teachers from each content area will update, revise and refine pacing guides annually to be congruent with state standards.

Category: Continuous Improvement

Research Cited: Instruction Content must be aligned with the state curriculum guidelines and district pacing guides to insure the successful mastery of core content.

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/06/2013	05/26/2017	\$0	No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments/teams/grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessments to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Team will also examine resultant student work and compare to grade level exemplars.	Policy and Process	08/06/2013	05/26/2017	\$0	No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	08/06/2013	05/26/2017	\$0	No Funding Required	Building and/or District Administrators

Comprehensive School Improvement Plan

Laurel Elementary School

Activity - Advanced Learning Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have access to accelerated learning opportunities such as multi-age grouping and individual access to e-learning or blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	08/06/2013	05/26/2017	\$0	School Council Funds	Specified teachers, Buidling administrators
Activity - Content-Specific Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals will facilitate the identification, articulation, instruction and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas at all levels.	Policy and Process	08/06/2013	05/26/2017	\$0	No Funding Required	Teachers, Building administrators

Strategy 2:

Implement Lexia Reading - Students will be enrolled in LEXIA reading grades 3-6, for both Reading remediation and enrichment. Students will have both school and home access (for those with internet at home). Recognition will be given for those who "level up" on a weekly basis, and complete the program in its entirety. It will be the goal the exit all LES students from the LEXIA program prior to enrollment at LCMS.

Category: Continuous Improvement

Research Cited: LEXIA has proven to be effective in introducing, reinforcing, and mastery of elementary phonics skills, spelling rules, and reading comprehension.

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pretested and prescribed minutes to interactive reading program. Progress will be monitored weekly to assist troubled areas.	Academic Support Program	08/04/2014	05/26/2017	\$0	District Funding	Mr. Kidwell, Mrs. Dillow, Mrs. Prater, Mrs. Lucas, and Anna Easterling. .

Strategy 3:

Implement ALEKS Math - Students in Grades 3-6 will be enrolled in ALEKS Math. Aleks Math is an interactive Computer program that provides Math instruction both at and above grade level. When a student successfully tests out of their grade level, they have the ability to move ahead at their own pace. Access will be promoted during the school day, and students will have access at home.

Category: Learning Systems

Research Cited: ALEKS has proven to be successful in schools seeking math enrichment and remediation.

Activity - ALEKS Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALEKS Math	Academic Support Program	10/01/2014	05/26/2017	\$2035	School Council Funds	Mrs. Routt, Mrs. Dillow,, Mr. Kidwell.

Goal 2: Increase the averaged combined reading and math proficiency ratings for Laurel Elementary students in the non-duplicated gap group from 29.4 in 2012 to 64.7 in 2017.

Measurable Objective 1:

collaborate to increase the averaged, combined reading and math proficiency ratings for all students in the non-duplicated gap group at Laurel Elementary School from 29.4 to 60.0 by 05/26/2017 as measured by K-Prep.

Strategy 1:

RTI/KSI - Data analysis of state test results, as well as universal and diagnostic screeners will enable Laurel Elementary School teachers and administrators to identify areas for academic growth for all students. The school shall provide appropriate, needs-based interventions on a regular basis. Student progress shall be monitored to determine efficacy of interventions and further instructional needs.

Category:

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laurel Elementary School will administer universal screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2012	05/26/2017	\$0	Other	Teachers, Building Administrators, District Administrators

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on data from assessments, Laurel Elementary School will determine large areas of need within Tier 1. School-based teams will meet to determine curricular/instructional gaps or weaknesses. Plans shall be developed to address these areas of need.	Academic Support Program	02/01/2013	05/26/2017	\$0	No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop plans for Tier II and Tier III intervention services. Teams will consider scheduling options and instructional resources available.	Academic Support Program	02/01/2013	05/31/2017	\$0	Other	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach

Comprehensive School Improvement Plan

Laurel Elementary School

Activity - Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Distribution of supplemental instructional materials in Reading and Math for parental use at home with students.	Parent Involvement	12/10/2012	05/26/2017	\$0	Title I Part A	Title I Home Schools Liaison Teacher

Goal 3: Instructional and productivity software usage will increase from 25% to 100% by 2017.

Measurable Objective 1:

collaborate to increase the use of ed tech by all stakeholders so that communication, student diagnostic testing, and remediation are improved and more reliable. by 05/26/2017 as measured by CIITS, LEXIA usage data..

Strategy 1:

Technology Integration - District personnel will collaborate with Laurel Elementary teachers to assist in the development of instruction that integrates technology to enhance student engagement and the development of 21st Century skills. The teachers will participate in professional development focusing on the design and implementation of instruction that utilizes technology.

Category:

Activity - Technology Embedded Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with a professional consultant to effectively implement the use of technology in instruction.	Technology	07/15/2013	05/20/2016	\$0	District Funding	District Administration, Schools Administrators, Teachers

Strategy 2:

Diagnostic and Individual Instructional Programming - Students will take diagnostic assessments online (ePrep, Lexia, IXL, Skills Pointer, etc.) to determine areas of strength and weakness in core subject areas. Teachers will assign tutorials and activities, monitor progress, review and revise student progress toward skill mastery.

Category:

Activity - Digital Individualized Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans based on student need.	Technology	09/10/2013	05/20/2016	\$0	Title I Part A	Teachers, Paraeducators, School Administration

Comprehensive School Improvement Plan

Laurel Elementary School

Strategy 3:

MAP Screening - Laurel Elementary staff will administer MAP screeners 3 times annually to determine curriculum and instructional effectiveness to aid in instructional grouping for KSI. MAP testing will also measure academic and skill benchmark growth.

Category:

Activity - Universal Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Laurel Elementary will utilize MAP screeners for diagnostics of individual and program instructional weaknesses.	Technology	09/02/2013	05/20/2016	\$1400	School Council Funds	Teachers, Paraeducators, School Administrators

Goal 4: Increase the % of students reaching benchmark in Math from 64.2% to 70 %.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by reaching benchmark in Mathematics by 05/26/2017 as measured by analyzing NWEA Map data.

Strategy 1:

Increase Math Skills - Using MAP data from the 2016-2017 school year, students will be grouped together based on identified needs and provide interventions to those students. The students will be evaluated using 2016-2017 MAP data as well as 2015-16 data. 3-6 students will receive ALEKS MATH intervention/enrichment.

Category: Continuous Improvement

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention groups focusing specifically on Math	Academic Support Program	08/07/2013	05/26/2017	\$2500	School Council Funds	Teachers, Building Administration

Goal 5: 70 percent of students at Laurel Elementary will reach benchmark in Reading based on Measurement of Academic Progress data.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by achieving 77% mastery in Reading MAP scores at or above 50% compared to the national median. in Reading by 05/26/2017 as measured by The faculty of Laurel Elementary by analysis and diagnosis of Grade by RIT Data and Reports..

Strategy 1:

Implement Reading Street Program - The Reading Street program will be implemented in grades K-6. MAP tests will be given 3 times per year (Fall, Winter, and Spring) to determine program effectiveness and gaps. Intervention groups will be developed to make up for weaknesses in core program, and to eliminate student misconceptions

Category: Continuous Improvement

Research Cited: The Measurement of Academic Progress test and the "Reading Street" Program are both research based strategies and programs.

Activity - Reading Street Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Program	Direct Instruction	09/02/2013	05/30/2018	\$6400	General Fund	Mr. Kidwell Principal, Mrs. Prater(K-1), Mrs. Dillow (2nd Grade), and Mrs. Lucas (3-6)

Goal 6: Laurel Elementary School will develop strong programming in: Writing and Early Learning Programs; Arts and Humanities; Practical Living/Career Studies and Global Competency.

Measurable Objective 1:

collaborate to increase programming strengths and quality in the following; Writing and K-2 Learning Programs; Arts and Humanities; Practical Living/Career Studies from Focus Improvement Status to Proficient by 05/30/2020 as measured by the Program Review Assessment Tool.

(shared) Strategy 1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses, choosing specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM council for recommendations and approval. Following each review, Laurel Elementary faculty and staff will work to strengthen targeted indicators and characteristics, then evaluate at the next internal review. After the final review, a district team will evaluate the quality of the scoring process and provide feedback to the school principal. If appropriate, schools and councils will make adjustments prior to final submission on June 1. Areas of weakness will be noted, and included on the following year's improvement plan.

Category: Continuous Improvement

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Laurel Elementary School

All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contribution.	Policy and Process	07/16/2012	05/26/2017	\$0	No Funding Required	All School Level Personnel
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Measurable Objective 2:

collaborate to create and implement club time within the master schedule for grades 3-6 by 04/28/2017 as measured by examining the Laurel Elementary Wikispace and comparing it to the Program Review scoring rubric 3 times per year.

(shared) Strategy 1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses, choosing specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM council for recommendations and approval. Following each review, Laurel Elementary faculty and staff will work to strengthen targeted indicators and characteristics, then evaluate at the next internal review. After the final review, a district team will evaluate the quality of the scoring process and provide feedback to the school principal. If appropriate, schools and councils will make adjustments prior to final submission on June 1. Areas of weakness will be noted, and included on the following year's improvement plan.

Category: Continuous Improvement

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contribution.	Policy and Process	07/16/2012	05/26/2017	\$0	No Funding Required	All School Level Personnel

Goal 7: Increase the percentage of students ready for Kindergarten and early learning experiences.

Measurable Objective 1:

100% of Pre-K and Kindergarten grade students will demonstrate a proficiency in Kindergarten Readiness in English Language Arts by 05/26/2017 as measured by Principal, Pre-K and Kindergarten teachers.

Strategy 1:

Develop Action Plan - Provide consistency in educational opportunities and expectations for all early learners in formal programs - Stakeholders accross the Lewis County school district will meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.

Comprehensive School Improvement Plan

Laurel Elementary School

Category: Continuous Improvement

Research Cited: Brigance Kindergarten Screener

Activity - Activity - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/26/2017	\$0	No Funding Required	All preschool/headstart teachers, administration and Director of Preschool.

Measurable Objective 2:

100% of Pre-K and Kindergarten grade students will demonstrate a proficiency in kindergarten readiness in Mathematics by 05/26/2017 as measured by the Brigance and analyzed by Principal, Preschool, and Kindergarten Teachers..

Strategy 1:

(shared) Strategy 1: - Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.

Category:

Activity - Activity - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/30/2018	\$0	No Funding Required	All preschool/headstart teachers, administration and Director of Preschool.

Activity - Activity - Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing Guidance Support	Professional Learning	10/01/2012	05/30/2018	\$2000	Other	Director of Preschool, representative preschool, kindergarten and HeadStart personnel, principals

Goal 8: All parents will be encouraged to participate in the Parent Title I Survey.

Measurable Objective 1:

collaborate to encourage parents to participate in the Title 1 survey by 05/26/2017 as measured by participation in the survey.

Strategy 1:

Parent Involvement - All parents will be encouraged to participate in the Parent Title I Survey.

The Title I Committee will analyze the results at the leadership and at the staff level.

Category:

Activity - Title 1 Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 Survey	Parent Involvement	08/06/2013	05/31/2017	\$0	No Funding Required	Principal Counselor Title I Committee

Goal 9: All 2nd, 3rd, 4th, 5th, and 6th grade students will be enrolled in ALEKS math classes from both remedial and enrichment services.

Measurable Objective 1:

100% of Second, Third, Fourth, Fifth and Sixth grade White, Economically Disadvantaged and Students with Disabilities students will demonstrate a behavior to become enrolled and take part in ALEKS Math at least one hour per week. in Mathematics by 09/01/2015 as measured by Monthly Reports denoting usage and progress..

Strategy 1:

Technolgy Integration - Students will be given the opportunity and support to complete their enrolled grade level, and possibly beyond, by the end of the 2015-2016 school year.

Category: Learning Systems

Research Cited: Its in the ALEKS Literature.

Activity - ALEKS MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ALEKS MATH	Academic Support Program	10/01/2014	05/20/2016	\$1258	General Fund	Kidwell, Routt, and Sullivan

Goal 10: Parent Engagement Policy

Measurable Objective 1:

collaborate to Develop a policy that defines Parent Engagment by 09/30/2015 as measured by Increased parental participation as reviewed by SBDM and LES Administration.

Strategy 1:

Parent Engagement Policy - Title I will be addressed at SBDM meetings, as well as annual meetings. Parent engagement will be promoted, with attention to docummentation of Parent Involvement.

Category: Stakeholder Engagement

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Increase Parent Involvement	Parent Involvement	06/01/2015	05/26/2017	\$0	Other	Principal Laurel Elementary

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Digital Individualized Instruction	Students will have access to individualized learning platforms based on diagnosed needs. Teachers, paraeducators, and school administrators will monitor usage, effectiveness, and revision of student plans based on student need.	Technology	09/10/2013	05/20/2016	\$0	Teaches, Paraeducators, School Administration
Intervention	Distribution of supplemental instructional materials in Reading and Math for parental use at home with students.	Parent Involvement	12/10/2012	05/26/2017	\$0	Title I Home Schools Liaison Teacher
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia Reading	Students will be pretested and prescribed minutes to interactive reading program. Progress will be monitored weekly to assist troubled areas.	Academic Support Program	08/04/2014	05/26/2017	\$0	Mr. Kidwell, Mrs. Dillow, Mrs. Prater, Mrs. Lucas, and Anna Easterling. .
Technology Embedded Instruction	Teachers will collaborate with a professional consultant to effectively implement the use of technology in instruction.	Technology	07/15/2013	05/20/2016	\$0	District Administration, Schools Administrators, Teachers
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Involvement	Increase Parent Involvement	Parent Involvement	06/01/2015	05/26/2017	\$0	Principal Laurel Elementary

Comprehensive School Improvement Plan

Laurel Elementary School

Intervention	Develop plans for Tier II and Tier III intervention services. Teams will consider scheduling options and instructional resources available.	Academic Support Program	02/01/2013	05/31/2017	\$0	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach
Intervention	Laurel Elementary School will administer universal screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2012	05/26/2017	\$0	Teachers, Building Administrators, District Administrators
Activity - Ongoing Guidance/Support	Ongoing Guidance Support	Professional Learning	10/01/2012	05/30/2018	\$2000	Director of Preschool, representative preschool, kindergarten and HeadStart personnel, principals
Total					\$2000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Title 1 Survey	Title 1 Survey	Parent Involvement	08/06/2013	05/31/2017	\$0	Principal Counselor Title I Committee
Curriculum and Assessment Fidelity	Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	08/06/2013	05/26/2017	\$0	Building and/or District Administrators
Curriculum and Assessment Fidelity	All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/06/2013	05/26/2017	\$0	Teachers, Building Administrators, District Administrators

Comprehensive School Improvement Plan

Laurel Elementary School

Content-Specific Vocabulary	Principals will facilitate the identification, articulation, instruction and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas at all levels.	Policy and Process	08/06/2013	05/26/2017	\$0	Teachers, Building administrators
Curriculum and Assessment Fidelity	Departments/teams/grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessments to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Team will also examine resultant student work and compare to grade level exemplars.	Policy and Process	08/06/2013	05/26/2017	\$0	Teachers, Building Administrators, District Administrators
Matrix Development, Implementation and Monitoring	All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contribution.	Policy and Process	07/16/2012	05/26/2017	\$0	All School Level Personnel
Activity - Establish Expectations and Develop Schedule	Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/26/2017	\$0	All preschool/headstart teachers, administration and Director of Preschool.
Activity - Establish Expectations and Develop Schedule	Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/30/2018	\$0	All preschool/headstart teachers, administration and Director of Preschool.
Intervention	Based on data from assessments, Laurel Elementary School will determine large areas of need within Tier 1. School-based teams will meet to determine curricular/instructional gaps or weaknesses. Plans shall be developed to address these areas of need.	Academic Support Program	02/01/2013	05/26/2017	\$0	Teachers, Building Administrators, District Administrators
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ALEKS MATH	ALEKS MATH	Academic Support Program	10/01/2014	05/20/2016	\$1258	Kidwell, Routt, and Sullivan

Comprehensive School Improvement Plan

Laurel Elementary School

Reading Street Implementation	Core Program	Direct Instruction	09/02/2013	05/30/2018	\$6400	Mr. Kidwell Principal, Mrs. Prater(K-1), Mrs. Dillow (2nd Grade), and Mrs. Lucas (3-6)
Total					\$7658	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Intervention Groups	Intervention groups focusing specifically on Math	Academic Support Program	08/07/2013	05/26/2017	\$2500	Teachers, Building Administration
Universal Screening	Laurel Elementary will utilize MAP screeners for diagnostics of individual and program instructional weaknesses.	Technology	09/02/2013	05/20/2016	\$1400	Teachers, Paraeducators, School Administrators
ALEKS Math	ALEKS Math	Academic Support Program	10/01/2014	05/26/2017	\$2035	Mrs. Routt, Mrs. Dillow,, Mr. Kidwell.
Advanced Learning Opportunities	All students will have access to accelerated learning opportunities such as multi-age grouping and individual access to e-learning or blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	08/06/2013	05/26/2017	\$0	Specified teachers, Buidling administrators
Total					\$5935	

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	Laurel Elementary is a data driven institution with a focus on student achievement. Over the past 4 academic years, Laurel elementary has raised greatly in rankings. More importantly Laurel Elementary has improved in preparing its students for the next educational level, whether that be within Laurel Elementary or Lewis County Middle School.	

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	Go Math, Aleks Math, Reading Street, Lexia Reading, and Reading Plus. Also Reading/Writing consultant Angela Hilterbrandt will continue to work to improve ELA instruction and performance.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Debbie Enix is an exceptional teacher, and the students are are permitted/qualify for her program statistically thrive.	

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	Lexia Reading and ALEKS quicktables. These programs assist with an educational foundation that can be developed and built upon.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	When given the opportunity to hire teachers, which has only in truth occurred twice in the past five years, only highly qualified teachers are taken into account. With the 14.3% staff cut since the 2015-2016 school year, financial and program focus will be based on justifying the hiring of another teacher.	

Comprehensive School Improvement Plan

Laurel Elementary School

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	Yes	

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	Parent involvement at Laurel Elementary is both appreciated and at an all time high.	

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	Staff receive their 24 hours annually, based on District academic and compliance needs.	

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	We do this annually, and will continue to do so.	

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

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	All strategies at Laurel Elementary are research based. Student who qualify for an IEP receive their services.	

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

Comprehensive School Improvement Plan

Laurel Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Laurel Elementary does its very best to triangulate resources for the benefit of student achievement.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	We are committed to educating, assisting, mentoring, and motivating all students from all backgrounds.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	The paraprofessionals at Laurel Elementary, well those that are on site, give of themselves daily for the betterment of our students.	

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parental involvement and its effectiveness are at an all time high. We will continue to reach out and depend on parents as to best meet the educational needs of our student population.	

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

Comprehensive School Improvement Plan

Laurel Elementary School

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The annual Laurel Elementary CSIP, is a living and breathing document. It is constantly monitored, and data is measured to ensure the best chance for success.	

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

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	This has never happened, or ever even come close to happening.	

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	Yes, so far as it meets state and district means of compliance.	

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	Yes, the paraeducators of Laurel Elementary go above and beyond for students on a daily basis at Laurel Elementary.	

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All parents will be encouraged to participate in the Parent Title I Survey.

Measurable Objective 1:

collaborate to encourage parents to participate in the Title 1 survey by 05/13/2016 as measured by participation in the survey.

Strategy1:

Parent Involvement - All parents will be encouraged to participate in the Parent Title I Survey.

The Title I Committee will analyze the results at the leadership and at the staff level.

Category:

Research Cited:

Activity - Title 1 Survey	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title 1 Survey	Parent Involvement	08/06/2013	05/20/2016	\$0 - No Funding Required	Principal Counselor Title I Committee

Goal 2:

Develop Parent Engagement Policy by September 2015.

Measurable Objective 1:

collaborate to Develop and implement an Explicit Parent Involvement Policy by 09/24/2015 as measured by Laurel Elementary Site Based Decsion Making Council.

Strategy1:

Develop and Implement - Policy will be developed and initiated.to implemented to promote parent engagement.

Category: Stakeholder Engagement

Research Cited: Title I Audit

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Activity - Parent Involvement Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Involvement Policy	Parent Involvement	05/28/2015	05/20/2016	\$0 - No Funding Required	All staff

Goal 3:

Parent Engagement Policy

Measurable Objective 1:

collaborate to Develop a policy that defines Parent Engagement by 09/30/2015 as measured by Increased parental participation as reviewed by SBDM and LES Administration.

Strategy1:

Parent Engagement Policy - Title I will be addressed at SBDM meetings, as well as annual meetings. Parent engagement will be promoted, with attention to documentation of Parent Involvement.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Increase Parent Involvement	Parent Involvement	06/01/2015	09/15/2015	\$0 - Other	Principal Laurel Elementary

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Laurel Elementary students from 35.8 in 2012 to 70 by 2017. As a result of the 2014 KPREP test, LES has risen to 50% Proficient and Distinguished in Reading and Math.

Measurable Objective 1:

collaborate to increase the overall reading and math for Laurel Elementary School from 50.0 to 60.0 by 05/30/2017 as measured by by K-Prep .

Strategy1:

Core Program Effectiveness - A district team comprised of district leadership, school leadership and subject appropriate teachers from each content area will update, revise and refine pacing guides annually to be congruent with state standards.

Category: Continuous Improvement

Research Cited: Instruction Content must be aligned with the state curriculum guidelines and district pacing guides to insure the successful mastery of core content.

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Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Advanced Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to accelerated learning opportunities such as multi-age grouping and individual access to e-learning or blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	08/06/2013	05/20/2016	\$0 - School Council Funds	Specified teachers, Building administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Building and/or District Administrators

Activity - Content-Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will facilitate the identification, articulation, instruction and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas at all levels.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments/teams/grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessments to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Team will also examine resultant student work and compare to grade level exemplars.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Strategy2:

Implement ALEKS Math - Students in Grades 3-6 will be enrolled in ALEKS Math. Aleks Math is an interactive Computer program that provides Math instruction both at and above grade level. When a student successfully tests out of their grade level, they have the ability to move ahead at their own pace. Access will be promoted during the school day, and students will have access at home.

Category: Learning Systems

Research Cited: ALEKS has proven to be successful in schools seeking math enrichment and remediation.

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Activity - ALEKS Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALEKS Math	Academic Support Program	10/01/2014	05/20/2016	\$2035 - School Council Funds	Mrs. Routt, Mr. Sullivan, Mr. Kidwell.

Strategy3:

Implement Lexia Reading - Students will be enrolled in LEXIA reading grades 3-6, for both Reading remediation and enrichment. Students will have both school and home access (for those with internet at home). Recognition will be given for those who "level up" on a weekly basis, and complete the program in its entirety.

Category: Continuous Improvement

Research Cited: LEXIA has proven to be effective in introducing, reinforcing, and mastery of elementary phonics skills, spelling rules, and reading comprehension.

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pretested and prescribed minutes to interactive reading program. Progress will be monitored weekly to assist troubled areas.	Academic Support Program	08/04/2014	05/20/2016	\$0 - District Funding	Mr. Kidwell, Mrs. Dillow, Mrs. Prater, Mrs. Zornes, Shannon Nolen, and Anna Easterling. .

Goal 2:

Increase the averaged combined reading and math proficiency ratings for Laurel Elementary students in the non-duplicated gap group from 29.4 in 2012 to 64.7 in 2017.

Measurable Objective 1:

collaborate to increase the averaged, combined reading and math proficiency ratings for all students in the non-duplicated gap group at Laurel Elementary School from 29.4 to 60.0 by 05/20/2016 as measured by K-Prep.

Strategy1:

RTI/KSI - Data analysis of state test results, as well as universal and diagnostic screeners will enable Laurel Elementary School teachers and administrators to identify areas for academic growth for all students. The school shall provide appropriate, needs-based interventions on a regular basis. Student progress shall be monitored to determine efficacy of interventions and further instructional needs.

Category:

Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laurel Elementary School will administer universal screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2012	05/20/2016	\$0 - Other	Teachers, Building Administrators, District Administrators

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Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop plans for Tier II and Tier III intervention services. Teams will consider scheduling options and instructional resources available.	Academic Support Program	02/01/2013	05/20/2016	\$0 - Other	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribution of supplemental instructional materials in Reading and Math for parental use at home with students.	Parent Involvement	12/10/2012	05/20/2016	\$0 - Title I Part A	Title I Home Schools Liaison Teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on data from assessments, Laurel Elementary School will determine large areas of need within Tier 1. School-based teams will meet to determine curricular/instructional gaps or weaknesses. Plans shall be developed to address these areas of need.	Academic Support Program	02/01/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

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

Goal 1:

Increase the percentage of students ready for Kindergarten and early learning experiences.

Measurable Objective 1:

100% of Pre-K and Kindergarten grade students will demonstrate a proficiency in Kindergarten Readiness in English Language Arts by 05/26/2014 as measured by Principal, Pre-K and Kindergarten teachers.

Strategy1:

Develop Action Plan - Provide consistency in educational opportunities and expectations for all early learners in formal programs - Stakeholders across the Lewis County school district will meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.

Category: Continuous Improvement

Research Cited: Brigance Kindergarten Screener

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Activity - Activity - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/20/2016	\$0 - No Funding Required	All preschool/ headstart teachers, administration and Director of Preschool.

Measurable Objective 2:

100% of Pre-K and Kindergarten grade students will demonstrate a proficiency 100% of Pre-K grade students will demonstrate a proficiency in kindergarten readiness in Mathematics by 08/03/2015 as measured by Brigance Kindergarten in Mathematics by 05/27/2016 as measured by Principal, Preschool, and Kindergarten Teachers..

Strategy1:

(shared) Strategy 1: - Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.

Category:

Research Cited:

Activity - Activity - Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing Guidance Support	Professional Learning	10/01/2012	05/30/2018	\$2000 - Other	Director of Preschool, representative preschool, kindergarten and HeadStart personnel, principals

Activity - Activity - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/30/2018	\$0 - No Funding Required	All preschool/headstart teachers, administration and Director of Preschool.

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

Goal 1:

Increase the percentage of effective certified staff from ____% in 2015 to ____% in 2020. (Data to be determined after 2015.)

Measurable Objective 1:

collaborate to increase the number of principals proficient in determining the level of teacher effectiveness for evaluation and coaching by SY 2016-2017

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07/01/2014 as measured by Teachscape.

Strategy1:

Certification as measured by Teachscape by July 1, 2014 - Principal will successfully complete Teachscape modules

Category:

Research Cited:

Activity - Teachscape	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in and complete professional development and testing for proficiency for teacher effectiveness by completing observations modules and passing certification exam.	Career Preparation/ Orientation	03/01/2013	05/20/2016	\$500 - Title II Part A	Principal of Laurel Elementary

Goal 2:

Increase the percentage of students ready for Kindergarten and early learning experiences.

Measurable Objective 1:

100% of Pre-K and Kindergarten grade students will demonstrate a proficiency in Kindergarten Readiness in English Language Arts by 05/26/2014 as measured by Principal, Pre-K and Kindergarten teachers.

Strategy1:

Develop Action Plan - Provide consistency in educational opportunities and expectations for all early learners in formal programs - Stakeholders across the Lewis County school district will meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.

Category: Continuous Improvement

Research Cited: Brigance Kindergarten Screener

Activity - Activity - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/20/2016	\$0 - No Funding Required	All preschool/ headstart teachers, administration and Director of Preschool.

Measurable Objective 2:

100% of Pre-K and Kindergarten grade students will demonstrate a proficiency 100% of Pre-K grade students will demonstrate a proficiency in kindergarten readiness in Mathematics by 08/03/2015 as measured by Brigance Kindergarten in Mathematics by 05/27/2016 as measured by Principal, Preschool, and Kindergarten Teachers..

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Strategy1:

(shared) Strategy 1: - Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.

Category:

Research Cited:

Activity - Activity - Ongoing Guidance/Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing Guidance Support	Professional Learning	10/01/2012	05/30/2018	\$2000 - Other	Director of Preschool, representative preschool, kindergarten and HeadStart personnel, principals

Activity - Activity - Establish Expectations and Develop Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet on a regular basis to establish, revise and review district expectations, current progress data, as well as upcoming professional learning opportunities.	Professional Learning	10/25/2013	05/30/2018	\$0 - No Funding Required	All preschool/headstart teachers, administration and Director of Preschool.

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Laurel Elementary students from 35.8 in 2012 to 70 by 2017. As a result of the 2014 KPREP test, LES has risen to 50% Proficient and Distinguished in Reading and Math.

Measurable Objective 1:

collaborate to increase the overall reading and math for Laurel Elementary School from 50.0 to 60.0 by 05/30/2017 as measured by by K-Prep .

Strategy1:

Core Program Effectiveness - A district team comprised of district leadership, school leadership and subject appropriate teachers from each content area will update, revise and refine pacing guides annually to be congruent with state standards.

Category: Continuous Improvement

Research Cited: Instruction Content must be aligned with the state curriculum guidelines and district pacing guides to insure the successful mastery of core content.

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Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will follow updated pacing guides and document attainment of targeted knowledge and skills.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Advanced Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have access to accelerated learning opportunities such as multi-age grouping and individual access to e-learning or blended learning opportunities. Student success in accelerated opportunities will increase.	Academic Support Program	08/06/2013	05/20/2016	\$0 - School Council Funds	Specified teachers, Building administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Departments/teams/grade level groups will meet regularly to revise assessment instruments to ensure congruence of classroom assessments to state standards. Teams will also examine assessments for timing considerations, length, complexity, and level of rigor. Team will also examine resultant student work and compare to grade level exemplars.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Curriculum and Assessment Fidelity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building and/or district administrators will monitor the use of pacing guides and subsequent student attainment. In order to ensure the monitoring of the implementation and effectiveness of the revised curriculum, pacing guides, classroom assessments, and student work analysis, principal will provide status reports at individual administrator meetings.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Building and/or District Administrators

Activity - Content-Specific Vocabulary	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will facilitate the identification, articulation, instruction and assessment of critical vocabulary words, spelling lists and fluency facts (sight words and math facts) for all subject areas at all levels.	Policy and Process	08/06/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building administrators

Strategy2:

Implement Lexia Reading - Students will be enrolled in LEXIA reading grades 3-6, for both Reading remediation and enrichment. Students will have both school and home access (for those with internet at home). Recognition will be given for those who "level up" on a weekly basis, and complete the program in its entirety.

Category: Continuous Improvement

Research Cited: LEXIA has proven to be effective in introducing, reinforcing, and mastery of elementary phonics skills, spelling rules, and

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reading comprehension.

Activity - Lexia Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pretested and prescribed minutes to interactive reading program. Progress will be monitored weekly to assist troubled areas.	Academic Support Program	08/04/2014	05/20/2016	\$0 - District Funding	Mr. Kidwell, Mrs. Dillow, Mrs. Prater, Mrs. Zornes, Shannon Nolen, and Anna Easterling. .

Strategy3:

Implement ALEKS Math - Students in Grades 3-6 will be enrolled in ALEKS Math. Aleks Math is an interactive Computer program that provides Math instruction both at and above grade level. When a student successfully tests out of their grade level, they have the ability to move ahead at their own pace. Access will be promoted during the school day, and students will have access at home.

Category: Learning Systems

Research Cited: ALEKS has proven to be successful in schools seeking math enrichment and remediation.

Activity - ALEKS Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ALEKS Math	Academic Support Program	10/01/2014	05/20/2016	\$2035 - School Council Funds	Mrs. Routt, Mr. Sullivan, Mr. Kidwell.

Goal 2:

Increase the % of students reaching benchmark in Math from 64.2% to 70 %.

Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by reaching benchmark in Mathematics by 05/20/2016 as measured by analyzing NWEA Map data.

Strategy1:

Increase Math Skills - Using MAP data from the 2016-2017 school year, students will be grouped together based on identified needs and provide interventions to those students. The students will be evaluated using 2016-2017 MAP data as well as 2015-106 data. 3-6 students will receive ALEKS MATH intervention/enrichment.

Category: Continuous Improvement

Research Cited:

Activity - Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention groups focusing specifically on Math	Academic Support Program	08/07/2013	05/20/2016	\$2500 - School Council Funds	Teachers, Building Administration

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Goal 3:

70 percent of students at Laurel Elementary will reach benchmark in Reading, based on Measurement of Academic Progress data.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency by achieving 77% mastery in Reading MAP scores at or above 50% compared to the national median. in Reading by 05/26/2017 as measured by The faculty of Laurel Elementary by analysis and diagnosis of Grade by RIT Data and Reports..

Strategy1:

Implement Reading Street Program - The Reading Street program will be implemented in grades K-6. MAP tests will be given 3 times per year (Fall, Winter, and Spring) to determine program effectiveness and gaps. Intervention groups will be developed to make up for weaknesses in core program, and to eliminate student misconceptions

Category: Continuous Improvement

Research Cited: The Measurement of Academic Progress test and the "Reading Street" Program are both research based strategies and programs.

Activity - Reading Street Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core Program	Direct Instruction	09/02/2013	05/30/2018	\$6400 - General Fund	Mr. Kidwell Principal, Mrs. Prater(K-1), Mrs. Dillow (2nd Grade), and Mrs. Zornes (3-6)

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math proficiency ratings for Laurel Elementary students in the non-duplicated gap group from 29.4 in 2012 to 64.7 in 2017.

Measurable Objective 1:

collaborate to increase the averaged, combined reading and math proficiency ratings for all students in the non-duplicated gap group at Laurel Elementary School from 29.4 to 60.0 by 05/20/2016 as measured by K-Prep.

Strategy1:

RTI/KSI - Data analysis of state test results, as well as universal and diagnostic screeners will enable Laurel Elementary School teachers and administrators to identify areas for academic growth for all students. The school shall provide appropriate, needs-based interventions on a regular basis. Student progress shall be monitored to determine efficacy of interventions and further instructional needs.

Category:

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Research Cited:

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Laurel Elementary School will administer universal screenings 3 times per year. Intervention teams will meet to discuss and develop plans for addressing student needs.	Academic Support Program	08/08/2012	05/20/2016	\$0 - Other	Teachers, Building Administrators, District Administrators

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on data from assessments, Laurel Elementary School will determine large areas of need within Tier 1. School-based teams will meet to determine curricular/instructional gaps or weaknesses. Plans shall be developed to address these areas of need.	Academic Support Program	02/01/2013	05/20/2016	\$0 - No Funding Required	Teachers, Building Administrators, District Administrators

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Distribution of supplemental instructional materials in Reading and Math for parental use at home with students.	Parent Involvement	12/10/2012	05/20/2016	\$0 - Title I Part A	Title I Home Schools Liaison Teacher

Activity - Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop plans for Tier II and Tier III intervention services. Teams will consider scheduling options and instructional resources available.	Academic Support Program	02/01/2013	05/20/2016	\$0 - Other	Teachers, Paraeducators, Building Administrators, District Administrators, Instructional Coach

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Laurel Elementary School will develop strong programming in: Writing and Early Learning Programs; Arts and Humanities; Practical Living/Career Studies.

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Measurable Objective 1:

collaborate to increase programming strengths and quality in the following; Writing and K-2 Learning Programs; Arts and Humanities; Practical Living/Career Studies from Focus Improvement Status to Proficient by 05/30/2020 as measured by the Program Review Assessment Tool.

Strategy1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses, choosing specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM council for recommendations and approval. Following each review, Laurel Elementary faculty and staff will work to strengthen targeted indicators and characteristics, then evaluate at the next internal review. After the final review, a district team will evaluate the quality of the scoring process and provide feedback to the school principal. If appropriate, schools and councils will make adjustments prior to final submission on June 1. Areas of weakness will be noted, and included on the following year's improvement plan.

Category: Continuous Improvement

Research Cited:

Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contribution.	Policy and Process	07/16/2012	05/20/2016	\$0 - No Funding Required	All School Level Personnel

Measurable Objective 2:

collaborate to create and implement club time within the master schedule for grades 3-6 by 04/29/2016 as measured by examining the Laurel Elementary Wikispace and comparing it to the Program Review scoring rubric 3 times per year.

Strategy1:

Program Improvement Planning - Each program area will be reviewed by a designated set of stakeholders 3 times per year to examine program strengths and weaknesses, choosing specific indicators and characteristics for focus before the next internal review. Results will be communicated with the SBDM council for recommendations and approval. Following each review, Laurel Elementary faculty and staff will work to strengthen targeted indicators and characteristics, then evaluate at the next internal review. After the final review, a district team will evaluate the quality of the scoring process and provide feedback to the school principal. If appropriate, schools and councils will make adjustments prior to final submission on June 1. Areas of weakness will be noted, and included on the following year's improvement plan.

Category: Continuous Improvement

Research Cited:

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Activity - Matrix Development, Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All program reviews will be divided by indicators and characteristics. During collaborative work and planning, each teacher will articulate where and when he/she will contribute to the cache of artifacts collected to determine program effectiveness. Teachers will post artifacts to the appropriate program wiki as indicated in the matrix. School administrators will monitor submission and follow up with staff on their contribution.	Policy and Process	07/16/2012	05/20/2016	\$0 - No Funding Required	All School Level Personnel

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?

Laurel Elementary is a p-6 Elementary school located in southeastern Lewis County. The community is nestled in the foothills of the Appalachian mountains, in the epicenter of where manufacturing and agriculture has been neglected by the government and those having political power. In the Laurel service region there are no businesses to align themselves with, and there are none planning on moving to the area. The agricultural land if for the most part fallow, and tobacco patches and barns that once were the center of the economy remain empty. Within this community is a group of parents who support the academic advancement of their children, and a school that has scored Distinguished and Proficient the past 2 years. Achievement and GAP scores have increased greatly over the past 3 years, to the point, that the current KRPEP scoring system is punitive.

The greatest challenge facing Laurel this calendar year is a 14.3% reduction in certified staff, even with an increased enrollment since last year.

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 School mission statement was recreated this calendar year by the Laurel Elementary SBDM. It reads : "To empower students of southeastern Lewis County to overcome obstacles and exceed expectations." The school embodies this purpose by achieving the academic results it has amidst the new rigorous/challenging standards, amidst the socioeconomic conditions of southeastern Lewis County. Through the Lewis County School curriculum, Reading Street program, Lexia Reading Program, Go Math Program, IXL Program, ALEKS math program, and most importantly with a dedicated staff and community, the students achieve and grow like never before.

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.

Laurel Elementary has earned both the designations of Distinguished and Proficient school over the past 2 years. Achievement and Gap scores during the 2015-2016 school year were in excess of the previous year, even though the school did not receive the distinguished designation. The school has been striving, as all schools in the commonwealth have, to be a school of distinction. Locally, the school strives to prepare students for academic achievement at "the next level" in their academic careers and life. Evidence of Laurel Elementary success can be displayed and measured by the academic performance of their graduates in their studies at Lewis County Middle School and Lewis County High School.

Mathematics, Reading, On Demand Writing, and Language Mechanics scores have all risen in the past 3 years, as has enrollment and discipline referrals. Athletically, more students are participating in extracurricular activities than ever before.

Additional Information

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

Laurel Elementary, its staff and the community it represents, will continue to selflessly promote academic and social achievement amongst its students. The focal point of pride in the community is Laurel Elementary, and through its students the light of the community will continue to shine.