



Comprehensive School Improvement Plan

Crabbe Elementary School
Ashland Independent School District

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Introduction

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

Executive Summary

Introduction

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

 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?

Description of School Size:

Crabbe Elementary School is K-6 school. It serves approximately 375 students.

Description of Community:

Crabbe Elementary School serves a culturally diverse community. It is placed in the heart of the city of Ashland. The school is surrounded by local businesses, a growing art community, and several community service organizations. Community pride is thriving among local community leaders. Evidence of a struggling economy is evident throughout the community; several local businesses have closed and industry is on the decline.

Description of Location:

Crabbe Elementary School is located in the heart of Ashland in Central Park. It is one of the most culturally diverse elementary schools in the Ashland Independent School District. This allows Crabbe to offer a complete educational experience focusing on all aspects of the learning experience from Kentucky Core Academic Standards to the social enrichment activities provided for students and their families.

Description of Changes: (within last three years)

Four years ago, Crabbe Elementary School merged with another local elementary school. The merger increased the number of students served by at least 120 students. This increase limited the ability of the school leadership to maintain small class sizes due to limited physical space.

Demographic Information:

-Students: The student population served by Crabbe Elementary School is diverse. Approximately 90% of the students qualify for a free/reduced lunch. Seventy of the 374 students claim an ethnicity other than white. There are about 18 students who are considered homeless. Approximately 80% of the students utilize the school bus for transportation to and from school.

-Staff: There are 21 certified staff members and 15 classified staff members. The average years of service by the certified staff are 14.36 years. There are 11 teachers with rank 1, 11 teachers with rank 2, and 6 teachers with rank 3.

-Community: The community is classified as a metro area. It is located within Boyd County and is separated from Ohio and West Virginia by the Ohio River. Boyd County has an unemployment rate of 7.9%. The city of Ashland has five low-income housing developments and three homeless shelters.

Unique Features and Challenges:

Crabbe Elementary School has one unique challenge. It serves the four low-income housing developments as well as three homeless shelters in the city of Ashland.

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.

In accordance with the overall mission statement of the Ashland Independent School District, Crabbe Elementary School professionals, in cooperation with students and their families, intend to maintain an environment regard to diversity, external circumstances and abilities, in which all students realize their maximum educational objectives. Students also receive the foundation of become life-long learners, which benefit themselves, their families, and their community.

Crabbe Elementary School lives out the above mission statement daily. The principal, teachers, and AFRC work collaboratively to ensure all students enter school ready to learn. They help families provide food, clothing, and shelter for their children. As needed, they help families find appropriate counseling services. Several additional support services are also provided: these include, but are not limited to, three levels of intervention services and intentional enrichment opportunities for students' academic and social/emotional development.

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.

Crabbe Elementary School has several achievements of which to be proud. They are listed below.

1. RTI/KSI Instructional Framework for reading and math - At the beginning of the 2013-14 school year, the staff revised the RTI/KSI Instructional Framework for reading and added math. Students have the opportunity to participate in three levels of intervention as needed in both reading and math.
2. Future Problem Solving Team - Last school year, the team scored first in our school district.
3. Student Technology Leadership Project - The STLP team advanced to state competition in 2012-13 and 2013-14.
4. Toyota bornlearning Academy - Our school received 1 of 10 state-wide grants in 2012-13. In addition, in 2013-14 our school recieved additional funding to continue the program. This program focuses on building the capacity within a family to help their children develop kindergarten readiness skills.

Additional Information

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

Crabbe Elementary School teachers and support staff are dedicated to serving the students and community. They work continually to improve instructional practices and to provide a nurturing school environment.

2013-14 Comprehensive School Improvement Plan

Overview

Plan Name

2013-14 Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Crabbe Elementary will demonstrate proficiency in writing.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$4000
2	All students at Crabbe Elementary School will develop positive social/emotional competencies.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$700
3	Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017	Objectives: 1 Strategies: 4 Activities: 18	Organizational	\$77195
4	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017	Objectives: 1 Strategies: 4 Activities: 7	Organizational	\$8500
5	Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.	Objectives: 1 Strategies: 5 Activities: 13	Organizational	\$0
6	Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$250

Goal 1: All students at Crabbe Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

A 8% increase of Economically Disadvantaged students will demonstrate a proficiency in On-Demand Writing in Writing by 05/30/2014 as measured by KREP.

Strategy 1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Activity - Teacher Grading of Student Writing Samples	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/30/2014	\$0	No Funding Required	Principal and ELA Enhancement Teacher

Activity - Job-Embedded Professional Development in Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level.	Professional Learning	08/22/2012	05/30/2014	\$4000	Title I Part D	District Instructional Supervisor, Principal, and ELA Enhancement teacher

Strategy 2:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Activity - District Writing Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process	08/22/2012	05/30/2014	\$0	No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Goal 2: All students at Crabbe Elementary School will develop positive social/emotional competencies.

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Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy 1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$700	General Fund, Other	Principal and selected teachers
Activity - Develop School Discipline Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	06/30/2014	\$0	No Funding Required	Principal, ARFC, and teachers
Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0	No Funding Required	Classroom teachers and ARFC
Activity - Character Counts Luncheon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon.	Behavioral Support Program	09/03/2012	05/30/2014	\$0	No Funding Required	Principal, Safe and Healy Schools Facilitator, AFRC, classroom teachers, and itinerant teachers

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Activity - Student Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0	No Funding Required	AFRC and Pathways

Goal 3: Increase the average combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy 1:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000	Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$520	Title I Part A, General Fund	Director of Student Services, Principal, and selected teacher

Strategy 2:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$12000	District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers
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Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will partipate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800	General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700	Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Strategy 3:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will recieve academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000	Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0	No Funding Required	Principal and classroom teachers
Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0	No Funding Required	Principal and classroom teachers
Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	05/30/2014	\$6000	Other	Principal, classroom teachers, and ESS staff
Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775	District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers
Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100	Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff
Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0	No Funding Required	Classroom teachers and AFRC
Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0	No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers
Activity - KinderPrep	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0	No Funding Required	Principal and classroom teacher
Activity - Kindercamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300	Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants
Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000	Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher
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Strategy 4:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0	No Funding Required	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0	No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Goal 4: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy 1:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

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Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/30/2014	\$0	No Funding Required	Principal and selected special education teachers

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	05/30/2014	\$0	No Funding Required	District Instructional Supervisor, principal, and special education teachers

Strategy 2:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	05/30/2014	\$4000	Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy 3:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000	IDEA	Special education director, principal, and special education teachers

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Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Special education teachers

Strategy 4:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Activity - Collaborative Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/30/2014	\$0	No Funding Required	Principal, special education teachers, and classroom teachers

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$500	Title I Part A	Principal, ELA/Math Enhancement teacher, and participating teachers

Goal 5: Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/30/2014 as measured by an increased percentage of proficient and distinguished students.

Strategy 1:

Committees - Committees will be established to address identified school needs.

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Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program	08/22/2012	05/30/2014	\$0	No Funding Required	Principal and staff

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Coordinated School Health Committee will be established. The committee will meet at least twice annually.	Policy and Process	08/14/2013	05/30/2014	\$0	No Funding Required	Principal

Strategy 2:

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Activity - Drama in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction	11/26/2012	05/30/2014	\$0	No Funding Required	Classroom teachers

Activity - Respond to Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction	08/22/2012	05/30/2014	\$0	No Funding Required	Classroom teachers

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program	08/14/2013	05/30/2014	\$0	No Funding Required	Principal, counselor, and teachers

Activity - Health Education Integrated	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction	08/14/2013	05/30/2014	\$0	No Funding Required	Principal and staff

Strategy 3:

Curriculum Development/Alignment - Staff will work together to develop and align identified curriculum needs.

Activity - Health Curriculum Map Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Coordinated School Health Committee will work together to develop a comprehensive health curriculum K-6.	Professional Learning	08/14/2013	06/30/2014	\$0	No Funding Required	Principal

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Strategy 4:

Assessment - Assessments will be used to determine mastery of content.

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create pre- post-assessmetns for each of the arts disciplines for primary and intermediate.	Direct Instruction	08/14/2013	05/30/2014	\$0	No Funding Required	Arts & Humanities teachers

Activity - Rubrics (A&H)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction	08/14/2013	05/30/2014	\$0	No Funding Required	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0	No Funding Required	ELA Enhancement teacher and staff

Strategy 5:

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Activity - Practice Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction	08/14/2013	05/30/2014	\$0	No Funding Required	Arts & Humanities teachers

Activity - Survey Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process	08/14/2013	05/30/2014	\$0	No Funding Required	Arts & Humanities teachers

Activity - Peer Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process	08/14/2013	05/30/2014	\$0	No Funding Required	Arts & Humanities teachers

Goal 6: Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher capacity.

Strategy 1:

Professional Growth and Effectiveness System (PGES_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Activity - Overview for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	09/30/2013	\$0	No Funding Required	Principal
Activity - Attend TPGES and PPGES pilot meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and selected teachers will participate in monthly training on the pilot of PGES.	Professional Learning	08/01/2013	05/30/2014	\$250	District Funding	Principal and selected teachers
Activity - Scale Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domains 1-5.	Professional Learning	01/06/2014	05/30/2014	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS Daytime Waiver (ELA and Math)	ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	05/30/2014	\$6000	Principal, classroom teachers, and ESS staff
Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200	Principal and selected teachers
Total					\$6200	

Safe Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cool Camp (Math and ELA)	Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000	AFRC, Cool Camp Director, and classroom teachers
Total					\$30000	

Grant Funds

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

Crabbe Elementary School

Toyota bornlearning Academy	The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000	AFRC, Principal, and Math/ELA Enhancement teacher
Total					\$6000	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Intervention Program	Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000	Special education director, principal, and special education teachers
Total					\$4000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Overview for Teachers	From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	09/30/2013	\$0	Principal
Scale Up	Principal will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domains 1-5.	Professional Learning	01/06/2014	05/30/2014	\$0	Principal
Program Review Committees	Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program	08/22/2012	05/30/2014	\$0	Principal and staff
Parent Notification of RTI Status	Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0	Classroom teachers and AFRC
Rubrics (A&H)	Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction	08/14/2013	05/30/2014	\$0	Arts & Humanities teachers
Rubrics (Writing)	During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0	ELA Enhancement teacher and staff

Comprehensive School Improvement Plan

Crabbe Elementary School

Drama in Reading	Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction	11/26/2012	05/30/2014	\$0	Classroom teachers
Health Education Integrated	PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction	08/14/2013	05/30/2014	\$0	Principal and staff
Survey Development	Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process	08/14/2013	05/30/2014	\$0	Arts & Humanities teachers
Math Model Lessons	Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	05/30/2014	\$0	District Instructional Supervisor, principal, and special education teachers
Math - RTI Schedule	Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0	Principal and classroom teachers
Soar to Success (ELA)	Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0	Principal, ELA Enhancement teacher, and classroom teachers
Common Assessments (ELA and Math)	Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers
Pre- and Post-Assessments (A&H)	Create pre- post-assessments for each of the arts disciplines for primary and intermediate.	Direct Instruction	08/14/2013	05/30/2014	\$0	Arts & Humanities teachers
Parent Communication	Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0	Classroom teachers and ARFC
Career Day	A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program	08/14/2013	05/30/2014	\$0	Principal, counselor, and teachers

Comprehensive School Improvement Plan

Crabbe Elementary School

Math Intervention Program	Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0	Special education teachers
Student Support Services	Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0	AFRC and Pathways
Collaborative Reading Block	Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/30/2014	\$0	Principal, special education teachers, and classroom teachers
Develop School Discipline Policy	The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	06/30/2014	\$0	Principal, ARFC, and teachers
ELA - RTI Schedule	Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0	Principal and classroom teachers
KinderPrep	A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0	Principal and classroom teacher
District Writing Policy	Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process	08/22/2012	05/30/2014	\$0	Principal, ELA Enhancement teacher, and classroom teachers
Health Curriculum Map Development	The Coordinated School Health Committee will work together to develop a comprehensive health curriculum K-6.	Professional Learning	08/14/2013	06/30/2014	\$0	Principal
Practice Opportunities	Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction	08/14/2013	05/30/2014	\$0	Arts & Humanities teachers
Respond to Programs	Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction	08/22/2012	05/30/2014	\$0	Classroom teachers

Comprehensive School Improvement Plan

Crabbe Elementary School

Peer Evaluation	Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process	08/14/2013	05/30/2014	\$0	Arts & Humanities teachers
Analysis of Assessment Data	During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0	Principal, Math/ELA Enhancement teacher, and classroom teachers
Teacher Grading of Student Writing Samples	During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/30/2014	\$0	Principal and ELA Enhancement Teacher
Coordinated School Health Committee	A Coordinated School Health Committee will be established. The committee will meet at least twice annually.	Policy and Process	08/14/2013	05/30/2014	\$0	Principal
Character Counts Luncheon	One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon.	Behavioral Support Program	09/03/2012	05/30/2014	\$0	Principal, Safe and Healty Schools Facilitator, AFRC, classroom teachers, and itinerant teachers
Building Conceptual Models	Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/30/2014	\$0	Principal and selected special education teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Learning Leadership Network (ELLN)	A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400	Director of Student Services, Principal, and selected teacher

Comprehensive School Improvement Plan

Crabbe Elementary School

Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$500	Principal and selected teachers
Building Conceptual Models	Two teachers, a regular education teacher and a special education teacher, will partipate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800	Principal, 3 homeroom teachers, and 2 special education teachers
Total					\$2700	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Co-Teaching for Gap Closure (CT4GC)	CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$500	Principal, ELA/Math Enhancement teacher, and participating teachers
Early Learning Leadership Network (ELLN)	A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$120	Director of Student Services, Principal, and selected teacher

Comprehensive School Improvement Plan

Crabbe Elementary School

Kindercamp	Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants
Power Reading Online (PRO)	Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff
Total					\$4020	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ELA Model Lessons	ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers
ELA Model Lessons	ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	05/30/2014	\$4000	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Comprehensive School Improvement Plan

Crabbe Elementary School

K-1 Math Cadre	Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers
Job-Embedded Professional Development in Writing	Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level.	Professional Learning	08/22/2012	05/30/2014	\$4000	District Instructional Supervisor, Principal, and ELA Enhancement teacher
Total					\$20700	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Instructional Resources (ELA and Math)	Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775	Principal, Math/ELA Enhancement teacher, and classroom teachers
Attend TPGES and PPGES pilot meetings	Principal and selected teachers will participate in monthly training on the pilot of PGES.	Professional Learning	08/01/2013	05/30/2014	\$250	Principal and selected teachers
Math Model Lessons	Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$12000	District instructional supervisor, principal, math enhancement teacher, and classroom teachers
Total					\$17025	

KDE Needs Assessment

Introduction

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

Data Analysis

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

Crabbe Elementary School (CES) is focused on determining how to help students with an IEP and/or a free/reduced-priced meal reach proficiency in reading and math. The 2012-13 KREP data indicates that special education students at CES are performing below their same-age peers. Only about 30% of students with an IEP scored proficient/distinguished in reading. Less than 10% of students with an IEP scored proficient/distinguished in math in grades 3-6. In addition, only 11.1% of third graders, 11.4% of fourth graders, 28.2% of fifth graders, and 13.2% of sixth graders that receive a free/reduced-priced meal scored proficient/distinguished in math. The results for this sub-group of students are only slightly higher in reading.

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?

Students with an IEP exceeded the delivery target set for the 2012-13 school year. To maintain this level of performance, reading interventions established last school year are being continued. In addition, a new math intervention program is being used.

Third grade reading scores indicated 51.7% of students tested were proficient/distinguished. To maintain this level of performance, teachers are continuing to implement intervention strategies started last year such as Power Reading Online (PRO), Soar to Success, and Wordly Wise 3000.

Opportunities for Improvement

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

Math proficiency for all students is an area of concern at Crabbe Elementary School. Overall, only 17.7% of 3rd-6th grade students scored proficient/distinguished in 2012-13. Plans have been made to address the need in math and are being implemented. First, a RTI/KSI Instructional Framework was developed and is being followed. The framework outlines three tiers of instruction and identifies appropriate resources and assessment tasks for each tier. K-1 teachers are participating in a year-long math professional learning experience. Math specialists are coaching 2nd-3rd grade teachers on a monthly basis. Three regular education and two special education teachers are participating in a regional math PD (Conceptual Building Blocks). All teachers are participating in a year-long book study focused on differentiation, open-questions, and parallel tasks.

Conclusion

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

Crabbe Elementary School has significant needs. Specifically, students with an IEP and/or free/reduced-priced meals are low performing in reading and math. The school has recognized these needs and has started the process of helping these student groups reach proficiency.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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	An RTI/KSI Instructional Framework for Reading and Math has been adopted. This framework encompasses all levels of instruction and identifies appropriate resouces as well.	School Instructional Framework for Reading and Math

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The school hosts the Toyota bornlearning Academy (TbLA), preschool site visits, and Kindercamp. The TbLA builds relationships with families as they interact with school staff during each session. Preschool site visits and Kindercamp provide children the opportunity to see the school and meet teachers.	

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	The RTI/KSI Framework adopted sets specific standards for addressing the needs of struggling students. Research-based intervention programs are being implemented for both reading (Soar to Sucess and PRO) and math (Do the Math).	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Open teaching positions are advertised online. The application process is easily accessible.	

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

Comprehensive School Improvement Plan

Crabbe 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		

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.	No	Not Applicable. CES is not a Targeted Assistance School.	

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	Certified and classified staff members are involved in appropriate professional development activities. For example, paraprofessionals participated in BRIGANCE training, K-1 teachers and paraprofessionals participated in intensive job-embedded math PD, paraprofessionals recieved job-embedded PD on instructional programs they were to implement, etc.	

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

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	No	Not Applicable. CES is School-wide Title I.	

Comprehensive School Improvement Plan

Crabbe Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	Not Applicable. CES is School-Wide Title I.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not Applicable. CES is Title I School-Wide.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Not Applicable. CES is Title I School-Wide.	

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	Not Applicable. CES is Title I School-Wide.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	Not Applicable. CES is Title I School-Wide.	

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.	No	Not Applicable. CES is Title I School-Wide.	

Comprehensive School Improvement Plan

Crabbe Elementary School

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	No	Crabbe Elementary School is not a Targeted Assistance 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.	No	Not Applicable. CES is Title I School-Wide.	

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://www.ashland.kyschools.us/content_page2.aspx?schoolid=4&cid=464	

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	No	Not Applicable. All teachers are highly qualified.	

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		

Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not Applicable. CES is not a Targeted Assistance school.	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	Not Applicable. CES is not a Target Assistance schhol	

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		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Strategy2:

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ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Strategy3:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

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Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

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Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	05/30/2014	\$6000 - Other	Principal, classroom teachers, and ESS staff

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Strategy4:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Research Cited:

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Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0 - No Funding Required	Principal, Math/ELA Enhancement teacher, and classroom teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/30/2014	\$0 - No Funding Required	Principal and selected special education teachers

Strategy2:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Collaborative Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$500 - Title I Part A	Principal, ELA/Math Enhancement teacher, and participating teachers

Strategy3:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy4:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000 - IDEA	Special education director, principal, and special education teachers

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Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Goal 3:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/30/2014 as measured by an increased percentage of proficient and distinguished students.

Strategy1:

Assessment - Assessments will be used to determine mastery of content.

Research Cited:

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	ELA Enhancement teacher and staff

Narrative:

Crabbe Elementary School used KREP, MAP, and Common Assessment data to identify needs within the school wide program. Reading and Math were identified as areas of concern for all grades. Math was identified as the major focus area, due to improvements achieved in reading during the 2012-13 school year. Achievement gaps were identified between students with and IEP and their same age peers.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students' skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Develop School Discipline Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	06/30/2014	\$0 - No Funding Required	Principal, ARFC, and teachers

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0 - No Funding Required	Classroom teachers and ARFC

Activity - Student Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0 - No Funding Required	AFRC

Activity - Character Counts Luncheon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon.	Behavioral Support Program	09/03/2012	05/30/2014	\$0 - No Funding Required	Principal, Safe and Healty Schools Facilitator, AFRC, classroom teachers, and itinerant teachers

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Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	12/31/2013	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

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Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will partipate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Strategy2:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Strategy3:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Research Cited:

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0 - No Funding Required	Principal, Math/ELA Enhancement teacher, and classroom teachers

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Strategy4:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will recieve academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

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Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

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Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	12/31/2013	\$6000 - Other	Principal, classroom teachers, and ESS staff

Goal 3:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:
Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.
Research Cited:

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$0 - No Funding Required	Principal, ELA/Math Enhancement teacher, and participating teachers

Activity - Collaborative Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/31/2013	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

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Strategy2:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	12/31/2013	\$4000 - IDEA	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Strategy3:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	12/31/2013	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy4:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/31/2013	\$0 - No Funding Required	Principal and selected special education teachers

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Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	12/31/2013	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Goal 4:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/30/2014 as measured by an increased percentage of proficient and distinguished students.

Strategy1:

Assessment - Assessments will be used to determine mastery of content.

Research Cited:

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	ELA Enhancement teacher and staff

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher capacity.

Strategy1:

Professional Growth and Effectiveness System (PGES_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendations for modifications.

Research Cited:

Activity - Overview for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	09/30/2013	\$0 - No Funding Required	Principal

Activity - Attend TPGES and PPGES pilot meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and selected teachers will participate in monthly training on the pilot of PGES.	Professional Learning	08/01/2013	05/30/2014	\$250 - District Funding	Principal and selected teachers

Activity - Scale Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domains 1-5.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Principal

Narrative:

All teachers at Crabbe Elementary School are highly qualified before being hired. Paraeducators having varying educational backgrounds (high school diploma, Bachelor's degree, teaching certification, etc.).

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/30/2014 as measured by KREP.

Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Research Cited:

Activity - Teacher Grading of Student Writing Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and ELA Enhancement Teacher

Activity - Job-Embedded Professional Development in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level.	Professional Learning	08/22/2012	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, and ELA Enhancement teacher

Goal 2:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

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Research Cited:

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Goal 3:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	12/31/2013	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

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Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Strategy2:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Goal 4:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

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Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	12/31/2013	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/31/2013	\$0 - No Funding Required	Principal and selected special education teachers

Strategy2:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	12/31/2013	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy3:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$0 - No Funding Required	Principal, ELA/Math Enhancement teacher, and participating teachers

Goal 5:

Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

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collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher capacity.

Strategy1:

Professional Growth and Effectiveness System (PGES_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendatinos for modifications.

Research Cited:

Activity - Overview for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	09/30/2013	\$0 - No Funding Required	Principal

Activity - Attend TPGES and PPGES pilot meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and selected teachers will participate in monthly training on the pilot of PGES.	Professional Learning	08/01/2013	05/30/2014	\$250 - District Funding	Principal and selected teachers

Activity - Scale Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domains 1-5.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Principal

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/30/2014 as measured by KREP.

Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Research Cited:

Activity - Teacher Grading of Student Writing Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and ELA Enhancement Teacher

Activity - Job-Embedded Professional Development in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level.	Professional Learning	08/22/2012	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, and ELA Enhancement teacher

Goal 2:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

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Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Goal 3:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

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Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	12/31/2013	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Strategy2:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Goal 4:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$0 - No Funding Required	Principal, ELA/Math Enhancement teacher, and participating teachers

Strategy2:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	12/31/2013	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/31/2013	\$0 - No Funding Required	Principal and selected special education teachers

Strategy3:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	12/31/2013	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Goal 5:

Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.

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Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher capacity.

Strategy1:

Professional Growth and Effectiveness System (PGES_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendatinos for modifications.

Research Cited:

Activity - Attend TPGES and PPGES pilot meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and selected teachers will participate in monthly training on the pilot of PGES.	Professional Learning	08/01/2013	05/30/2014	\$250 - District Funding	Principal and selected teachers

Activity - Scale Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal will implement scale-up activities with staff during faculty and PLC meetings, utilizing resources from Teachscape to review the breakdown of the Kentucky Framework for Teaching - Domains 1-5.	Professional Learning	01/06/2014	05/30/2014	\$0 - No Funding Required	Principal

Activity - Overview for Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
From information obtained through meetings at ISLN and KLA, central office staff will provide an overview and purpose of the TPGES at teacher faculty meetings.	Professional Learning	08/14/2013	09/30/2013	\$0 - No Funding Required	Principal

Component 6: Parent Involvement

Parent Involvement

Goal 1:

All students at Crabbe Elementary School with develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0 - No Funding Required	Classroom teachers and ARFC

Goal 2:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

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Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will recieve academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Narrative:

Parent involvement is encouraged at Crabbe Elementary School. The school hosts the Toyota bornlearning Academy for parents of children birth to age 5. Family learning nights are hosted (Mad Science Night, Family Literacy Night, etc.). Parents are invited to participate in the development/revision of the school's parent involvement policy, evaluation of the parent involvement program, and the learning compacts.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Student Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0 - No Funding Required	AFRC

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$500 - General Fund \$200 - Other	Principal and selected teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

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Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Strategy2:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Narrative:

Site visits are facilitated for preschool students who will attend Crabbe Elementary School.

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/30/2014 as measured by KREP.

Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Research Cited:

Activity - Teacher Grading of Student Writing Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and ELA Enhancement Teacher

Goal 2:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Comprehensive School Improvement Plan

Crabbe Elementary School

Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Strategy2:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Strategy3:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Strategy4:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning.

In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Research Cited:

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Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0 - No Funding Required	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Goal 3:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	12/31/2013	\$4000 - IDEA	Special education director, principal, and special education teachers

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Goal 4:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

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Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/30/2014 as measured by an increased percentage of proficient and distinguished students.

Strategy1:

Assessment - Assessments will be used to determine mastery of content.

Research Cited:

Activity - Rubrics (A&H)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create pre- post-assessmetns for each of the arts disciplines for primary and intermediate.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	ELA Enhancement teacher and staff

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Develop School Discipline Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	06/30/2014	\$0 - No Funding Required	Principal, ARFC, and teachers

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0 - No Funding Required	Classroom teachers and ARFC

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Activity - Student Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0 - No Funding Required	AFRC

Activity - Character Counts Luncheon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon.	Behavioral Support Program	09/03/2012	05/30/2014	\$0 - No Funding Required	Principal, Safe and Healthy Schools Facilitator, AFRC, classroom teachers, and itinerant teachers

Goal 2:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

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Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	12/31/2013	\$6000 - Other	Principal, classroom teachers, and ESS staff

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

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Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

Strategy2:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

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Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Strategy3:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Research Cited:

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0 - No Funding Required	Principal, Math/ELA Enhancement teacher, and classroom teachers

Strategy4:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

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Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	12/31/2013	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Goal 3:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/31/2013	\$0 - No Funding Required	Principal and selected special education teachers

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	12/31/2013	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Strategy2:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

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Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	12/31/2013	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy3:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Activity - Collaborative Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/31/2013	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$0 - No Funding Required	Principal, ELA/Math Enhancement teacher, and participating teachers

Strategy4:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

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Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	12/31/2013	\$4000 - IDEA	Special education director, principal, and special education teachers

Goal 4:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/30/2014 as measured by an increased percentage of proficient and distinguished students.

Strategy1:

Assessment - Assessments will be used to determine mastery of content.

Research Cited:

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	ELA Enhancement teacher and staff

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/30/2014 as measured by KREP.

Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Research Cited:

Activity - Job-Embedded Professional Development in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level.	Professional Learning	08/22/2012	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, and ELA Enhancement teacher

Goal 2:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

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Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Activity - Student Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0 - No Funding Required	AFRC

Goal 3:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Strategy2:

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Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	05/30/2014	\$6000 - Other	Principal, classroom teachers, and ESS staff

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Strategy3:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Goal 4:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000 - IDEA	Special education director, principal, and special education teachers

Strategy2:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy3:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$500 - Title I Part A	Principal, ELA/Math Enhancement teacher, and participating teachers

Goal 5:

Increase the percentage of effective teacher from ___% in 2015 to ___% in 2020.

Measurable Objective 1:

collaborate to prepare for implementation of the professional growth and effectiveness system by 07/30/2014 as measured by 100% teacher

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capacity.

Strategy1:

Professional Growth and Effectiveness System (PGES_ - Develop implementation plan for TPGES for 2014-15 statewide implementation which includes developing knowledge base of TPGES components and expectations among leadership, principal roles and responsibilities, teacher and peer observer roles and responsibilities, timeline for principals and teachers to meet for trainings, goal and growth plan development, review, and feedback, and review of current policies and recommendatinos for modifications.

Research Cited:

Activity - Attend TPGES and PPGES pilot meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and selected teachers will participate in monthly training on the pilot of PGES.	Professional Learning	08/01/2013	05/30/2014	\$250 - District Funding	Principal and selected teachers

Compliance and Accountability - Elementary Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

All students at Crabbe Elementary School with develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill leves according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$500 - General Fund \$200 - Other	Principal and selected teachers

Activity - Character Counts Luncheon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One student will be selected by each classroom and itinerant teacher as "Student of the Month." Teachers will select the student based upon outlined criteria. Selected students will be invited to attend a luncheon.	Behavioral Support Program	09/03/2012	05/30/2014	\$0 - No Funding Required	Principal, Safe and Healthy Schools Facilitator, AFRC, classroom teachers, and itinerant teachers

Activity - Student Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0 - No Funding Required	AFRC and Pathways

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Activity - Develop School Discipline Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will develop and adopt a school discipline policy.	Policy and Process	01/02/2013	06/30/2014	\$0 - No Funding Required	Principal, ARFC, and teachers

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0 - No Funding Required	Classroom teachers and ARFC

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

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

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Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	05/30/2014	\$6000 - Other	Principal, classroom teachers, and ESS staff

Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

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Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Strategy2:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

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Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two teachers, a regular education teacher and a special education teacher, will participate in professional development focused on developing their capacity to teach students using conceptual models. They will share their learning with all staff members.	Professional Learning	01/02/2013	05/30/2014	\$1800 - General Fund	Principal, 3 homeroom teachers, and 2 special education teachers

Strategy3:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Research Cited:

Activity - Analysis of Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During grade level PLCs, teachers will review ELA and math assessment data (Brigance, MAP, district common assessments, classroom formative assessments, etc.) and set goals to show continued progress.	Professional Learning	09/04/2012	05/30/2014	\$0 - No Funding Required	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Strategy4:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Comprehensive School Improvement Plan

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Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

Goal 2:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

Strategy2:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Comprehensive School Improvement Plan

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Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$500 - Title I Part A	Principal, ELA/Math Enhancement teacher, and participating teachers

Strategy3:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/30/2014	\$0 - No Funding Required	Principal and selected special education teachers

Strategy4:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000 - IDEA	Special education director, principal, and special education teachers

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All children were screened for kindergarten readiness.

Goal 1:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Narrative:

All enrolling first year kindergarten students are screened using BRIGANCE. Most students are screened during Kindercamp. Students who are not in attendance, though, are screened prior to placement in a homeroom.

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

Goal 1:

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

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Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Strategy2:

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ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$400 - General Fund \$120 - Title I Part A	Director of Student Services, Principal, and selected teacher

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

Goal 1:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$200 - Other \$500 - General Fund	Principal and selected teachers

Goal 2:

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

Measurable Objective 1:

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collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$12000 - District Funding	District instructional supervisor, principal, math enhancement teacher, and classroom teachers

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Strategy2:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

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Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

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Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Acadmey is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and buidling relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Strategy3:

On-going Assessment - Teachers will utilize formative and summative assessments to make instructional decisions about student learning. In addition, teachers will utilize assessment data gathered through Tier 2 and Tier 3 probes to make instructional decisions.

Research Cited:

Activity - Common Assessments (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers for grades 3-6 will administer district common ELA and math assessments using CIITS. In addition, K-2 teachers will develop and administer common ELA and math assessments.	Policy and Process	11/12/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, Principal, ELA/Math Enhancement teacher, and classroom teachers

Strategy4:

ELA Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to ELA.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided as needed.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers

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Activity - Early Learning Leadership Network (ELLN)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten teacher will participate in ELLN. The focus of ELLN is to increase knowledge of developmentally appropriate strategies to help young learners achieve high levels of success.	Professional Learning	10/26/2012	03/28/2014	\$120 - Title I Part A \$400 - General Fund	Director of Student Services, Principal, and selected teacher

Goal 3:

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

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

Strategy1:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Activity - Collaborative Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

Strategy2:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

Research Cited:

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000 - IDEA	Special education director, principal, and special education teachers

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The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All students at Crabbe Elementary School will develop positive social/emotional competencies.

Measurable Objective 1:

collaborate to help students develop positive social/emotional skills by 05/30/2014 as measured by a decrease in behavior referrals.

Strategy1:

Targeted Assistance and Growth (TAG) - Teachers will identify students' skill levels according to RTI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Interventions will be implemented as needed.

Research Cited:

Activity - Student Support Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Full time school-based mental health services will be available. Services will include individual counseling, crisis intervention, etc.	Behavioral Support Program	01/02/2013	05/30/2014	\$0 - No Funding Required	AFRC and Pathways

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3 (with regard to behavior). Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	01/02/2013	05/30/2014	\$0 - No Funding Required	Classroom teachers and ARFC

Activity - Kentucky's Initiative for Social Skills and Emotional Development (KISSED)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KISSED utilizes a team based format to train Early Childhood educators and support staff in facilitating social/emotional development in young children. Participants gain both knowledge and skills necessary to the differing needs of young children. Three levels of need and corresponding intervention comprise the focus of the training. The team problem solving approach builds local capacity to gain insight into children's behavior. It also provides expertise in promoting children's increased social competence in school and home.	Professional Learning	08/05/2013	03/28/2014	\$500 - General Fund \$200 - Other	Principal and selected teachers

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Activity - Easy CBM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn how to use Easy CBM to document behavioral interventions.	Behavioral Support Program	01/02/2013	12/31/2013	\$0 - No Funding Required	Principal

Goal 2:

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

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 30.4% in 2013 to 42.6% by 05/30/2014 as measured by K-PREP.

Strategy1:

Math Professional Development - Teachers will participate in professional development focused on building their instructional capacity in relation to math.

Research Cited:

Activity - K-1 Math Cadre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will attend monthly meetings specifically designed to support RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.	Professional Learning	08/06/2013	04/17/2014	\$8700 - Title I Part D	District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers

Strategy2:

Targeted Assistance and Growth (TAG) - Teachers will identify students as RTI/KSI Tier 1, 2, or 3. Based upon the student's identified level, support services will be provided. Students will receive enrichment, reinforcement, and intervention as needed. Student groupings will be flexible and monitored.

Research Cited:

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and students meet the kindergarten teachers and become familiar with the school's policies and procedures. During Kindercamp, students are screened using BRIGANCE as well as a teacher created tool. This information is analyzed to determine appropriate placement of students.	Parent Involvement	08/09/2012	08/08/2014	\$1300 - Title I Part A	Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse, ELA/Math enhancement teacher, and kindergarten instructional assistants

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Activity - Power Reading Online (PRO)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd-6th grade will be identified for involvement in PRO based upon achievement on KREP, MAP, fluency assessments, and classroom performance.	Academic Support Program	01/07/2013	05/30/2014	\$2100 - Title I Part A	Principal, ELA Enhancement teacher, classroom teachers, itinerant teachers, and designated support staff

Activity - ELA - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades K-3 will schedule a 2.5 hour uninterrupted reading block. Teachers in grades 4-6 will schedule a 2 hour uninterrupted reading block. In addition, all teachers will schedule at least two 30 minute Tier 2 reading blocks, as well as at least two 30 minute Tier 3 reading blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	09/17/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Activity - MAP Instructional Resources (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize MAP for Primary Grades Instructional Data and/or DesCartes to plan instruction based upon student's identified instructional level.	Academic Support Program	09/04/2012	05/30/2014	\$4775 - District Funding	Principal, Math/ELA Enhancement teacher, and classroom teachers

Activity - Soar to Success (ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success will be used as a K-6 reading intervention program for students needing RTI/KSI Tier 3 services.	Academic Support Program	01/07/2013	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Activity - KinderPrep	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A kindergarten classroom specially designed to meet the needs of students who enroll in kindergarten without the necessary kindergarten readiness skills. This classroom bridges the gap between the Kentucky Early Childhood Standards and KCAS for kindergarten students. Students are taught based upon their individual needs. Students who master the kindergarten KCAS will move on to a first grade classroom. Students who do not master the standards will be placed in a traditional kindergarten classroom the following year.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and classroom teacher

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Activity - ESS Daytime Waiver (ELA and Math)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS staff will support core ELA and math instruction, work with small groups, and/or provide individualized instruction. ESS funds will be used to support this activity.	Tutoring	01/02/2013	05/30/2014	\$6000 - Other	Principal, classroom teachers, and ESS staff

Activity - Cool Camp (Math and ELA)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified (based upon academic need) and asked to participate in Cool Camp, an after school program. During Cool Camp, students will receive academic support services.	Extra Curricular	09/17/2012	05/30/2014	\$30000 - Safe Schools	AFRC, Cool Camp Director, and classroom teachers

Activity - Toyota bornlearning Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Toyota bornlearning Academy is a series of workshops for families of children ages birth to five. Families learn how to prepare their children for school starting when they are born. Sessions topics include: how children learn, nutrition & health, routines & learning on the go, building children's language skills, and building relationships.	Parent Involvement	08/05/2013	03/28/2014	\$6000 - Grant Funds	AFRC, Principal, and Math/ELA Enhancement teacher

Activity - Parent Notification of RTI Status	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will notify parents of students identified as Tier 2 and/or Tier 3. Parents will be informed about the strategies being used to support their child's learning as well as the progress being made. Such communication will occur at least every nine weeks.	Parent Involvement	11/19/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers and AFRC

Activity - Math - RTI Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grade levels will schedule a 1 hour uninterrupted math block. In addition, all teachers will schedule at least two 30 minute Tier 2 math blocks, as well as, at least two 30 minute Tier 3 math blocks. Students will be identified for Tier 2 and Tier 3 instruction based upon relevant assessment data. Instruction will be differentiated based upon the level of service (enrichment, reinforcement, or intervention).	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and classroom teachers

Goal 3:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017

Measurable Objective 1:
 collaborate to increase the average combined reading and math proficiency rating for all Crabbe students in the non-duplicated gap group from 28.5% in 2013 to 40.8% by 05/30/2014 as measured by K-PREP.

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Strategy1:

Math Professional Development - Special education students will attend professional development with regular education teachers focused on building their capacity to teach students using conceptual models.

Research Cited:

Activity - Math Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	10/15/2012	05/30/2014	\$0 - No Funding Required	District Instructional Supervisor, principal, and special education teachers

Activity - Building Conceptual Models	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in professional development focused on developing their capacity to teach students using conceptual models.	Professional Learning	09/06/2012	05/30/2014	\$0 - No Funding Required	Principal and selected special education teachers

Strategy2:

Co-Teaching - Special education teachers will co-teach with regular education teachers to meet the diverse needs of our students.

Research Cited:

Activity - Collaborative Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers will participate in a 2.5 hour uninterrupted ELA block with grades 2 and 3.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, special education teachers, and classroom teachers

Activity - Co-Teaching for Gap Closure (CT4GC)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CT4GC is a state-wide initiative. It is utilized to provide professional learning through a systematic process based on effective implementation practices, effective adult learning strategies, evaluation of the delivery, evaluation of on-going implementation and improvement cycle analysis to promote sustainability. The outcomes of this work are focused on increasing student engagement, student achievement and supporting teacher's ability to implement with fidelity to ultimately close achievement gaps across all gap groups.	Academic Support Program	06/24/2013	06/30/2014	\$500 - Title I Part A	Principal, ELA/Math Enhancement teacher, and participating teachers

Strategy3:

Identification of Math and ELA Intervention Programs - Intervention programs will be identified and implemented with students in grades K-6 with special needs.

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Research Cited:

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Do the Math, a math intervention program, will be implemented with 1st-6th grade special education students.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Special education teachers

Activity - ELA Intervention Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Soar to Success, an ELA intervention program, will be implemented with K-6 special education students.	Academic Support Program	08/22/2012	05/30/2014	\$4000 - IDEA	Special education director, principal, and special education teachers

Strategy4:

ELA Professional Development - Special education teachers will attend professional development with regular education teachers focused on building their instructional capacity.

Research Cited:

Activity - ELA Model Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ELA specialists will conduct model lessons with various grade levels. Teachers will be expected to implement the instructional strategies modeled. Follow-up will be provided.	Professional Learning	01/02/2013	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, principal, classroom teachers, and special education teachers

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

Goal 1:

All students at Crabbe Elementary will demonstrate proficiency in writing.

Measurable Objective 1:

A 8% increase of All Students will demonstrate a proficiency in On-Demand Writing in Writing by 05/30/2014 as measured by KREP.

Strategy1:

Professional Development - Teachers will participate in professional development focused on writing strategies directly related to their grade level.

Research Cited:

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Activity - Teacher Grading of Student Writing Samples	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During common planning time, teachers will score required student writings (on-demand, published pieces, etc.).	Professional Learning	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and ELA Enhancement Teacher

Activity - Job-Embedded Professional Development in Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level.	Professional Learning	08/22/2012	05/30/2014	\$4000 - Title I Part D	District Instructional Supervisor, Principal, and ELA Enhancement teacher

Strategy2:

Curriculum Alignment - Teachers will follow the district ELA curriculum map.

Research Cited:

Activity - District Writing Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to both the district and school level writing policy. Students will develop a complete communication/writing portfolio.	Policy and Process	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal, ELA Enhancement teacher, and classroom teachers

Goal 2:

Increase the percentage of proficient and distinguished programs in Arts and Humanities, Practical Living/Career Studies, and Writing from 33% in 2013 to 100% in 2017 as measured on Program Review.

Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores by 05/30/2014 as measured by an increased percentage of proficient and distinguished students.

Strategy1:

Evaluation of Performances - Student abilities to provide sound, positive feedback when critiquing or evaluating others' performances or works will be increased.

Research Cited:

Activity - Practice Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

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Activity - Survey Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a survey for students to give feedback to peers at rehearsals of student led shows.	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Peer Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create peer evaluation forms or check sheets for students to use as they learn to critique others and discuss performances in a positive manner.	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

Strategy2:

Cross-Curricular Connections - Program review committees will make recommendations to the SBDM and principal to improve the overall school program to ensure students have access to quality writing, arts, practical living, and career studies. The recommendations will be implemented.

Research Cited:

Activity - Drama in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed an average of at least 30 minutes of drama weekly into their ELA instruction.	Direct Instruction	11/26/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers

Activity - Respond to Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete a written response at least twice a year to programs attended, such as shows at the Paramount Arts Center, visits to local museums, etc.	Direct Instruction	08/22/2012	05/30/2014	\$0 - No Funding Required	Classroom teachers

Activity - Career Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A career fair will be held. Professionals from various fields will discuss their professions with students K-6.	Academic Support Program	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal, counselor, and teachers

Activity - Health Education Integrated	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal and staff

Strategy3:

Curriculum Development/Alignment - Staff will work together to develop and align identified curriculum needs.

Research Cited:

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Activity - Health Curriculum Map Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Coordinated School Health Committee will work together to develop a comprehensive health curriculum K-6.	Professional Learning	08/14/2013	06/30/2014	\$0 - No Funding Required	Principal

Strategy4:

Assessment - Assessments will be used to determine mastery of content.

Research Cited:

Activity - Pre- and Post-Assessments (A&H)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create pre- post-assessments for each of the arts disciplines for primary and intermediate.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

Activity - Rubrics (Writing)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, staff will develop student-friendly writing rubrics for required writing pieces.	Professional Learning	08/14/2013	05/30/2014	\$0 - No Funding Required	ELA Enhancement teacher and staff

Activity - Rubrics (A&H)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Have students create a "generic" rubric at the start of the year in art and music that can be used for a variety of concepts and projects.	Direct Instruction	08/14/2013	05/30/2014	\$0 - No Funding Required	Arts & Humanities teachers

Strategy5:

Committees - Committees will be established to address identified school needs.

Research Cited:

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Coordinated School Health Committee will be established. The committee will meet at least twice annually.	Policy and Process	08/14/2013	05/30/2014	\$0 - No Funding Required	Principal

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committees will meet as needed to review their respective program review areas. This will be an on-going process.	Academic Support Program	08/22/2012	05/30/2014	\$0 - No Funding Required	Principal and staff