



# Comprehensive School Improvement Plan

Crabbe Elementary School  
Ashland Independent

James Campbell  
520 17th St  
Ashland, KY 41101

# TABLE OF CONTENTS

|  |    |
|--|----|
| Introduction .....   | 1  |
| <b>Phase I - Equitable Access to Effective Educators School Diagnostic</b> |    |
| Introduction .....   | 3  |
| Equitable Access to Effective Educators - School .....                     | 4  |
| <b>Phase I - The Missing Piece</b>   |    |
| Introduction .....   | 18 |
| Stakeholders .....   | 19 |
| Relationship Building .....  | 20 |
| Communications .....   | 21 |
| Decision Making .....  | 23 |
| Advocacy .....   | 25 |
| Learning Opportunities .....   | 26 |
| Community Partnerships .....   | 27 |
| Reflection .....   | 28 |
| Report Summary .....   | 29 |
| <b>Improvement Plan Stakeholder Involvement</b>                            |    |
| Introduction .....   | 31 |
| Improvement Planning Process .....   | 32 |

**Phase I - Needs Assessment**

Introduction ..... 34

Data Analysis ..... 35

Areas of Strengths ..... 36

Opportunities for Improvement ..... 37

Conclusion ..... 38

**Plan for Comprehensive School Improvement Plan**

Overview ..... 40

Goals Summary ..... 41

    Goal 1: Crabbe Elmentary School will increase our overall on demand writing score from 37.4 to 61.7 by the end of the 2017-2018 school year..... 42

    Goal 2: Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year. .... 43

    Goal 3: Demonstrate proficiency in all required program review areas by the end of the 2016-2017 school year. .... 50

    Goal 4: Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year. .... 53

    Goal 5: Crabbe Elementary school will increase the number of students scoring Apprentice or better in the areas of Reading and Math. .... 54

Activity Summary by Funding Source ..... 57

**Phase II - KDE Assurances - Schools**

Introduction ..... 66

Assurances ..... 67

**Phase II - KDE Compliance and Accountability - Schools**

Introduction ..... 73

Planning and Accountability Requirements ..... 74

**Executive Summary**

Introduction ..... 105

Description of the School ..... 106

School's Purpose ..... 107

Notable Achievements and Areas of Improvement ..... 108

Additional Information ..... 109

DRAFT

## Introduction

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

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

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

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

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

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

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

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

DRAFT

# Phase I - Equitable Access to Effective Educators School Diagnostic

DRAFT

## **Introduction**

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

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

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

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

DRAFT

**Equitable Access to Effective Educators - School**

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

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

We are currently a needs improvement school according to state accountability. Our trends show that the number of special education students are on the increase along with trending numbers of our homeless population as determined by self reporting during the enrollment process.

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

We believe that currently we face two major problems that both lead to an increase of poverty and lack of experiences in our population. We have a high transient rate of students who stay less than 100 days in our school. We also have a high increase in our special education population. This has led to an intentional change in our instructional philosophies and methods.

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



# Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

OR

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

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

## Goal 1:

Crabbe Elementary School will increase our overall on demand writing score from 37.4 to 61.7 by the end of the 2017-2018 school year.

## Measurable Objective 1:

A 13% increase of Fifth grade students will demonstrate a proficiency in On-Demand Writing in Writing by 05/20/2016 as measured by KREP.

## Strategy1:

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

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

| Activity - Principal Led Program Review PD   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible    |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Teachers from across all grade levels will participate in Writing Program Review professional learning opportunities in an effort to evaluate and implement school wide writing programs that will facilitate quality writing. | Professional Learning | 11/05/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, All staff |

| Activity - Student Conferencing  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible           |
|--|---------------|------------|------------|-------------------------|-----------------------------|
| ESS assistant will conference with students as related to writing in an effort to increase the ability, confidence, and understanding of the writing process and how to improve their writing. | Tutoring      | 10/01/2015 | 05/31/2016 | \$3500 - Grant Funds    | Principal, 5th Grade Staff, |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0 - No Funding Required | Principal, district curriculum director and classroom teachers |

## Strategy2:

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

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

| Activity - Teacher Grading of Student Writing Samples  | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                             |
|--|-----------------------|------------|------------|---------------------------|---|
| Intentional scoring of student work using the KPREP rubric for scoring. Providing specific feedback to students for improvement. | Professional Learning | 08/17/2015 | 05/18/2018 | \$0 - No Funding Required | Principal, Certified Staff, Classified Staff. |

| Activity - Schoolwide implementation of targeted vocabulary                               | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------|------------|------------|---------------------------|--|
| Implement vocabulary instruction that is specific to the students need and ability level. | Direct Instruction | 08/17/2015 | 05/18/2018 | \$0 - No Funding Required | Principal, Certified Staff, Classified Staff |

| Activity - Professional Development in Writing  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------------|--|
| A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff. | Professional Learning | 08/17/2015 | 05/18/2018 | \$1000 - Title I Part D | District Instructional Supervisor, Principal, and ELA teachers |

## Strategy3:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

| 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 the local museum, etc. | Direct Instruction | 08/17/2015 | 05/18/2018 | \$400 - Title I Part D  | Classroom and itinerant teachers |

## Goal 2:

Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.6% in 2014 to 59.3% by 05/31/2018 as measured by K-PREP.

## Strategy1:

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.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

| 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, student growth probes, etc.) and set goals to show continued progress. | Professional Learning | 09/04/2012 | 05/18/2015 | \$0 - No Funding Required | Principal, RTI staff 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 | 05/18/2015 | \$0 - No Funding Required | District Instructional Supervisor, Principal and classroom teachers |

## Strategy2:

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

| Activity - Hiring of School Personnel  | Activity Type             | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                               |
|--|---------------------------|------------|------------|------------------------------|---|
| The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam. | Recruitment and Retention | 08/18/2014 | 05/18/2015 | \$70000 - Title I Schoolwide | Principal, SBDM council, Board office personnel |

## Strategy3:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Bringing Up Grades (BUG) Program   | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                     |
|---|----------------------|------------|------------|---------------------------|---------------------------------------|
| Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card. | Community Engagement | 10/19/2012 | 05/18/2015 | \$0 - No Funding Required | Kiwanis Club of Ashland and principal |

| Activity - Accelerated Reader (AR)   | Activity Type            | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible                                  |
|--|--------------------------|------------|------------|--|--|
| Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy. | Academic Support Program | 08/22/2012 | 05/18/2015 | \$300 - Title I School Improvement (ISI)<br>\$200 - Booster Fund | Principal, school librarian and classroom teachers |

## Strategy4:

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

Category: Professional Learning & Support

Research Cited: RTI math support

| 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 | 04/15/2015 | \$0 - 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  |
|---|-----------------------|------------|------------|-------------------------|--|
| 5 regular education teacher and two special education teachers, 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 | 05/18/2015 | \$500 - General Fund    | Principal, homeroom teachers, and 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 meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared. | Professional Learning | 08/06/2013 | 04/15/2015 | \$0 - District Funding  | District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers |

## Strategy5:

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

Category: Professional Learning & Support

SY 2016-2017

# Comprehensive School Improvement Plan

Crabbe Elementary School

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 | 05/18/2015 | \$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 | 05/18/2015 | \$400 - General Fund<br>\$120 - Title I Part A | Director of Student Services, Principal, and selected teacher |

| Activity - National Reading Recovery & K-6 Classroom Literacy Conference                         | Activity Type         | Begin Date | End Date   | Funding Amount & Source                              | Staff Responsible  |
|--|-----------------------|------------|------------|--|--|
| Reading Recovery staff will work with grade level staff on reading strategies for classroom use. | Professional Learning | 02/02/2013 | 05/18/2015 | \$41000 - Read to Achieve<br>\$4000 - Title I Part D | Principal, Reading Recovery Staff, and selected teachers |

## Strategy6:

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.

Category: Learning Systems

Research Cited: HB 69

| 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 | 05/18/2015 | \$0 - No Funding Required | Principal and classroom teachers |

| Activity - RTI Support Staff (ELA and math)  | Activity Type            | Begin Date | End Date   | Funding Amount & Source                    | Staff Responsible   |
|--|--------------------------|------------|------------|--|---|
| RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed. | Academic Support Program | 01/02/2013 | 05/15/2015 | \$25000 - Title I School Improvement (ISI) | District RTI Consultant, principal, classroom teachers, and RTI support staff |

# 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 | 05/18/2015 | \$2100 - Title I Part A | Principal, classroom teachers, itinerant teachers, and designated support staff |

| Activity - United Way bornlearning Academy  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------------|---|
| The United Way 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 | 05/18/2015 | \$6000 - Grant Funds    | AFRC, Principal, and kindergarten staff |

| Activity - Focus on Math Facts (Building Math Fluency)   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

| Activity - Vocabulary Development   | Activity Type      | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible  |
|---|--------------------|------------|------------|---|--------------------|
| Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1500 - Title I School Improvement (ISI) | Classroom teachers |

| Activity - Reflex Math   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                           |
|--|--------------------|------------|------------|-------------------------|---|
| Free online computer program matching students with ability level. | Direct Instruction | 11/05/2014 | 05/18/2015 | \$0 - Grant Funds       | Classroom staff and special education staff |

| Activity - Supplemental Math Resources  | Activity Type      | Begin Date | End Date   | Funding Amount & Source     | Staff Responsible  |
|---|--------------------|------------|------------|-----------------------------|--------------------|
| Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1000 - Title I Schoolwide | Classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers, counselor, RTI staff, principal |

| 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 | 08/14/2015 | \$1300 - Title I Part A | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |

| Activity - Math - Digital Resources  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                |
|--|---------------|------------|------------|-------------------------|----------------------------------|
| Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc. | Technology    | 08/22/2012 | 05/18/2015 | \$2000 - Title I Part D | 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 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 | 05/18/2015 | \$0 - No Funding Required | Principal and classroom teachers |

| Activity - ELA - Digital Resources   | Activity Type | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible                |
|--|---------------|------------|------------|---|----------------------------------|
| Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc. | Technology    | 08/22/2012 | 05/18/2015 | \$3000 - Title I School Improvement (ISI) | 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 | 05/18/2015 | \$4775 - District Funding | Principal, Math/ELA Enhancement teacher, and classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 04/20/2015 | \$5200 - Other          | Principal, classroom teachers, and ESS 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 | 05/18/2015 | \$0 - No Funding Required | Principal, special education staff, RTI support staff, and classroom teachers |

## Strategy7:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

| Activity - Various Print Materials   | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                |
|--|--------------------|------------|------------|-------------------------------|----------------------------------|
| Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction. | Direct Instruction | 01/02/2013 | 05/18/2015 | \$2000 - School Council Funds | Librarian and classroom teachers |

## Goal 3:

Demonstrate proficiency in all required program review areas by the end of the 2016-2017 school year.

## Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores to an overall score of 8 in each area. by 05/31/2017 as measured by an increased percentage of proficient and distinguished programs.

## Strategy1:

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

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components



# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Coordinated School Health Committee   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------|------------|------------|---------------------------|---|
| A Coordinated School Health Committee is established. The committee will meet at least three times annually. | Policy and Process | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Principal, select teachers, school nurse, mental health counselor, parent |

| 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 | 05/18/2015 | \$2000 - Title I Schoolwide | Principal and staff |

## Strategy2:

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

Category: Professional Learning & Support

Research Cited: Common Core Standards, etc.

| Activity - Health/ Wellness Policy Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Principal, nurse, teachers, parent |

## Strategy3:

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.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

| 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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

| Activity - Artist in Residence  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                         |
|---|--------------------|------------|------------|-------------------------|---|
| An artist in residence will teach all students about dance throughout time. | Parent Involvement | 03/11/2013 | 04/27/2015 | \$2000 - Other          | Principal and staff, Paramount Art Center |

| 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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0 - No Funding Required | Principal and staff |

## Strategy4:

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

Category:

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 | 05/18/2015 | \$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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

## Strategy5:

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

Category: Continuous Improvement

Research Cited: Program Review Rubrics

| Activity - Rubrics (Writing)  | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$300 - Title I Schoolwide | Arts & Humanities teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humantities teachers |

## Goal 4:

Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year.

## Measurable Objective 1:

A 80% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth of 10% on MAP assessment scores from Fall to Spring in Mathematics by 05/30/2016 as measured by students identified as recieving Tier II and Tier III services demonstrating increases..

## Strategy1:

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Academic Support Program Policy and Process | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Measurable Objective 2:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) KPREP assessment in Mathematics by 05/18/2018 as measured by yearly KPREP assessment data.

## Strategy1:

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Academic Support Program Policy and Process | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

## Phase I - The Missing Piece

DRAFT

## **Introduction**

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

DRAFT

## Stakeholders

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

The Batons

Brittney Lambert- mother

Juanita Turvey Parent

Amy Adams-Parent of Student

Brandy Cantrell mother

David Delaney

Paula Hutchinson, custodial grandparent.

Mary Edwards

Gina Flowers

Eva Adkins

Heather Farrow - mother

DRAFT

## Relationship Building

Overall Rating: 3.0

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

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

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

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

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

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

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



## Communications

Overall Rating: 2.86

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 3.1 | School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books). | School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.) | Proficient |

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 3.2 | School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods). | School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits). | Proficient |

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 3.3 | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results. | School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement. | Proficient |

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 3.4 | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester. | Proficient |

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

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

# Comprehensive School Improvement Plan

Crabbe Elementary School

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.7</b> | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Proficient    |

DRAFT

**Decision Making**

Overall Rating: 3.0

|     | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|-----|--|---|---------------|
| 4.1 | The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees. | School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees. | Proficient    |

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

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 4.3 | Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods. | Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods. | Proficient    |

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

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 4.5 | School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement. | School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children. | Proficient    |

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

# Comprehensive School Improvement Plan

Crabbe Elementary School

|     | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|-----|--|---|---------------|
| 4.7 | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work. | School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and in committee work. | Proficient    |

DRAFT

## Advocacy

Overall Rating: 3.0

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 5.1 | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs. | School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs. | Proficient |

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

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Proficient |

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 5.6 | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs. | As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs. | Proficient |

## Learning Opportunities

Overall Rating: 3.0

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

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

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

|     | Statement or Question  | Response  | Rating     |
|-----|--|---|------------|
| 6.4 | School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts. | School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts. | Proficient |

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

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

## Community Partnerships

Overall Rating: 3.17

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | Proficient |

|     | Statement or Question   | Response  | Rating     |
|-----|---|---|------------|
| 7.2 | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | Proficient |

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

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

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents. | Proficient |

## Reflection

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

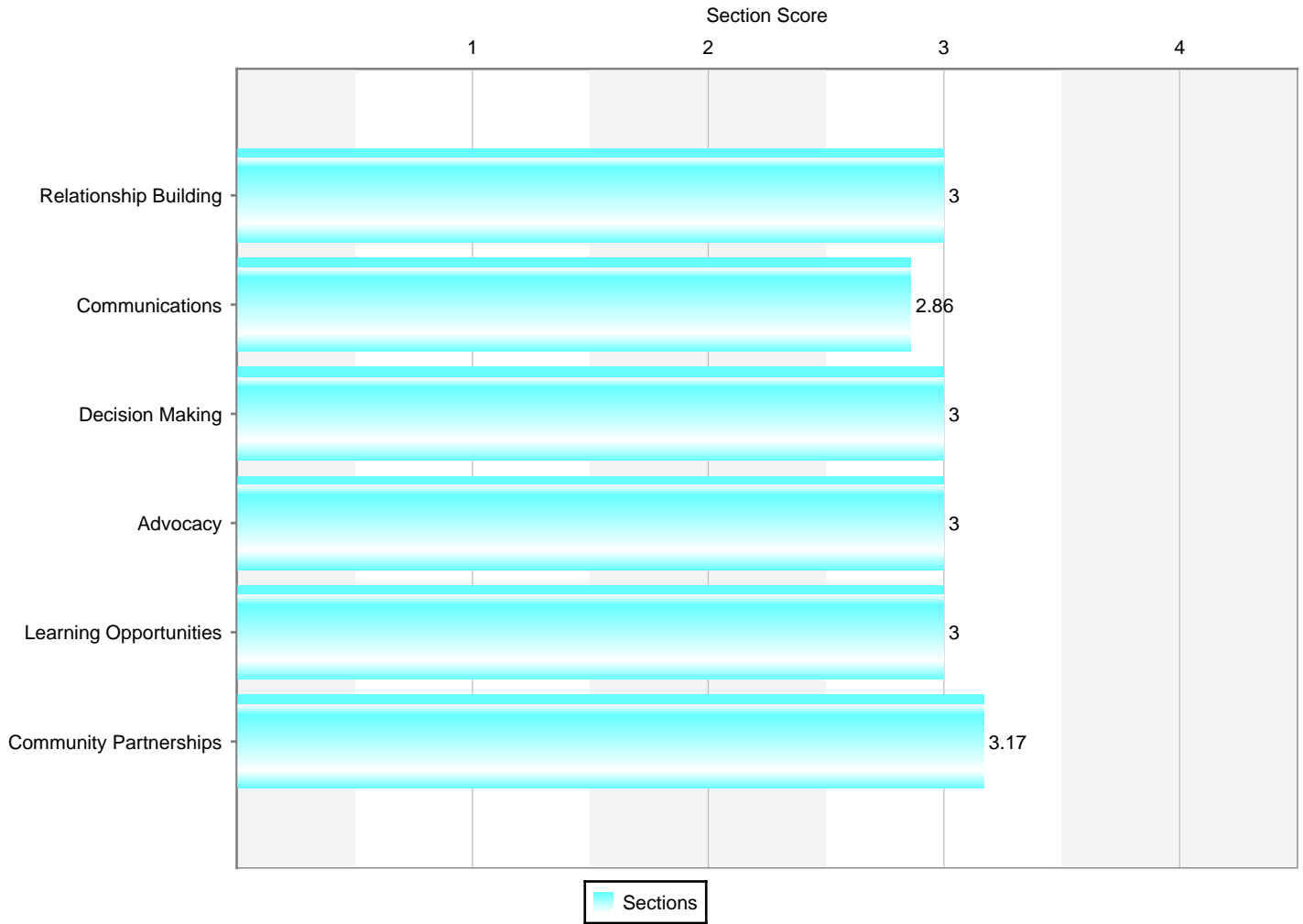
Upon the completion of the Missing Piece objectives, we found that we have made several gains to better improve our stakeholder participation and understanding of the needs and programs here at Crabbe. With that also, we have found several other areas that our stakeholders are passionate about our improvement. We will work with them to make the necessary improvements.

DRAFT



## Report Summary

### Scores By Section



# Improvement Plan Stakeholder Involvement

DRAFT

## **Introduction**

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

DRAFT

## **Improvement Planning Process**

### Improvement Planning Process

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

A draft of the CSIP is developed and discussed by the SBDM committee. The CSIP is shared with staff and asked to be reviewed in an effort to achieve feedback. It is then presented and approved by the SBDM committee. From that point it is shared with the Ashland Independent Board of Education.

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

Tamara Withrow- Teacher Committee Member  
Katie Bryant- Teacher Committee Member  
Brandi Compliment- Parent Committee Member  
Crissi Bare- Teacher Committee Member  
Obidiah Williams- Parent Committee Member  
Cheryl Barber- Teacher  
Cindy Forman- Teacher  
Jennifer Ford- Teacher  
James Campbell- Principal Committee Chair

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final is shared with the staff via email and posted for the public on our website.

## Phase I - Needs Assessment

DRAFT

## **Introduction**

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

DRAFT

## **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?**

Our focusing question: What must we do to improve conceptual understanding of mathematics across all grade levels at Crabbe Elementary.

The data tells us that our conceptual understandings of mathematics lacks is most grade levels.

DRAFT

## **Areas of Strengths**

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

Our greatest area of strength is in our primary K-1 classrooms. MAP data shows that a vast majority of students are able to understand basic conceptual understandings as related to math when exiting K-1

DRAFT



## **Opportunities for Improvement**

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

Our students have difficulty after exiting 2nd grade and beyond with mathematics concepts. We have focused our attention on our instructional practices along with a focus on quality materials needed that can be more uniformed across our other schools in our district. Our 3-5 teachers are part of an instructional focused district PLC and we have currently secured funding for a math enhancement teacher for the 17-18 school year.

DRAFT

## **Conclusion**

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

I believe we have implemented several different things that will help our instruction. At this point we believe we must formatively assess our progress and see what needs to be done to accomplish these goals.

DRAFT

# **Plan for Comprehensive School Improvement Plan**

DRAFT

## Overview

### Plan Name

Plan for Comprehensive School Improvement Plan

### Plan Description

DRAFT

## 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 | Crabbe Elementary School will increase our overall on demand writing score from 37.4 to 61.7 by the end of the 2017-2018 school year.  | Objectives: 1<br>Strategies: 3<br>Activities: 7  | Academic       | \$4900        |
| 2 | Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year                                    | Objectives: 1<br>Strategies: 7<br>Activities: 28 | Organizational | \$174395      |
| 3 | Demonstrate proficiency in all required program review areas by the end of the 2016-2017 school year.  | Objectives: 1<br>Strategies: 5<br>Activities: 14 | Organizational | \$4300        |
| 4 | Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year. | Objectives: 2<br>Strategies: 1<br>Activities: 2  | Academic       | \$18000       |
| 5 | Crabbe Elementary school will increase the number of students scoring Apprentice or better in the areas of Reading and Math.   | Objectives: 2<br>Strategies: 1<br>Activities: 3  | Academic       | \$4000        |

## Goal 1: Crabbe Elementary School will increase our overall on demand writing score from 37.4 to 61.7 by the end of the 2017-2018 school year.

### Measurable Objective 1:

A 13% increase of Fifth grade students will demonstrate a proficiency in On-Demand Writing in Writing by 05/20/2016 as measured by KREP.

### Strategy 1:

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

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

| Activity - Teacher Grading of Student Writing Samples  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                             |
|--|-----------------------|------------|------------|-------------------|---------------------|---|
| Intentional scoring of student work using the KPREP rubric for scoring. Providing specific feedback to students for improvement. | Professional Learning | 08/17/2015 | 05/18/2018 | \$0               | No Funding Required | Principal, Certified Staff, Classified Staff. |

| Activity - Professional Development in Writing  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------|-------------------|--|
| A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff. | Professional Learning | 08/17/2015 | 05/18/2018 | \$1000            | Title I Part D    | District Instructional Supervisor, Principal, and ELA teachers |

| Activity - Schoolwide implementation of targeted vocabulary                               | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                            |
|---|--------------------|------------|------------|-------------------|---------------------|--|
| Implement vocabulary instruction that is specific to the students need and ability level. | Direct Instruction | 08/17/2015 | 05/18/2018 | \$0               | No Funding Required | Principal, Certified Staff, Classified Staff |

### Strategy 2:

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

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

| Activity - District Writing Policy | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

## Comprehensive School Improvement Plan

Crabbe Elementary School

|  |                    |            |            |     |                     |  |
|--|--------------------|------------|------------|-----|---------------------|--|
| 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 | 05/18/2015 | \$0 | No Funding Required | Principal, district curriculum director and classroom teachers |
|--|--------------------|------------|------------|-----|---------------------|--|

| Activity - Student Conferencing  | Activity Type | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible           |
|--|---------------|------------|------------|-------------------|-------------------|-----------------------------|
| ESS assistant will conference with students as related to writing in an effort to increase the ability, confidence, and understanding of the writing process and how to improve their writing. | Tutoring      | 10/01/2015 | 05/31/2016 | \$3500            | Grant Funds       | Principal, 5th Grade Staff, |

| Activity - Principal Led Program Review PD   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible    |
|--|-----------------------|------------|------------|-------------------|---------------------|----------------------|
| Teachers from across all grade levels will participate in Writing Program Review professional learning opportunities in an effort to evaluate and implement school wide writing programs that will facilitate quality writing. | Professional Learning | 11/05/2015 | 05/31/2016 | \$0               | No Funding Required | Principal, All staff |

### Strategy 3:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

| 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 the local museum, etc. | Direct Instruction | 08/17/2015 | 05/18/2018 | \$400             | Title I Part D    | Classroom and itinerant teachers |

## Goal 2: Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.6% in 2014 to 59.3% by 05/31/2018 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.

Category: Professional Learning & Support

## Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$520             | Title I Part A, General Fund    | Director of Student Services, Principal, and selected teacher                                 |
| Activity - National Reading Recovery & K-6 Classroom Literacy Conference   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding               | Staff Responsible   |
| Reading Recovery staff will work with grade level staff on reading strategies for classroom use.   | Professional Learning | 02/02/2013 | 05/18/2015 | \$45000           | Title I Part D, Read to Achieve | Principal, Reading Recovery Staff, and selected teachers                                      |

### Strategy 2:

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

Category: Professional Learning & Support

Research Cited: RTI math support

| 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 as needed. | Professional Learning | 01/02/2013 | 04/15/2015 | \$0               | District Funding  | District instructional supervisor, principal, math enhancement teacher, and classroom teachers |



# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Building Conceptual Models   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|-------------------|---|
| 5 regular education teacher and two special education teachers, 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 | 05/18/2015 | \$500             | General Fund      | Principal, homeroom teachers, and 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 meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared.                            | Professional Learning | 08/06/2013 | 04/15/2015 | \$0               | District Funding  | 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.

Category: Learning Systems

Research Cited: HB 69

| Activity - ELA - RTI Schedule  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                |
|--|--------------------|------------|------------|-------------------|---------------------|----------------------------------|
| Teachers in grades K-3 will schedule a 2 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0               | No Funding Required | Principal and classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 04/20/2015 | \$5200            | Other                            | Principal, classroom teachers, and ESS staff                                  |
| Activity - Vocabulary Development   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities. | Direct Instruction       | 08/22/2012 | 05/18/2015 | \$1500            | Title I School Improvement (ISI) | Classroom teachers  |
| Activity - ELA - Digital Resources  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.  | Technology               | 08/22/2012 | 05/18/2015 | \$3000            | Title I School Improvement (ISI) | Principal and classroom teachers  |
| Activity - Math - Digital Resources   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.  | Technology               | 08/22/2012 | 05/18/2015 | \$2000            | Title I Part D                   | Principal and classroom teachers  |
| Activity - RTI Support Staff (ELA and math)   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible   |
| RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.  | Academic Support Program | 01/02/2013 | 05/15/2015 | \$25000           | Title I School Improvement (ISI) | District RTI Consultant, principal, classroom teachers, and RTI support 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 | 05/18/2015 | \$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   |

## Comprehensive School Improvement Plan

Crabbe Elementary School

|  |                          |            |            |        |                |   |
|--|--------------------------|------------|------------|--------|----------------|---|
| 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 | 05/18/2015 | \$2100 | Title I Part A | Principal, 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                                   |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| 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 | 05/18/2015 | \$0               | No Funding Required | Classroom teachers, counselor, RTI staff, principal |

| 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 | 05/18/2015 | \$0               | No Funding Required | Principal, special education staff, RTI support staff, and classroom teachers |

| Activity - Supplemental Math Resources  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|---|--------------------|------------|------------|-------------------|--------------------|--------------------|
| Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1000            | Title I Schoolwide | Classroom teachers |

| Activity - Focus on Math Facts (Building Math Fluency)   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$0               | No Funding Required | Classroom teachers |

| Activity - Kindercamp | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|                       |               |            |          |                   |                   |                   |

## Comprehensive School Improvement Plan

Crabbe Elementary School

|  |                    |            |            |        |                |   |
|--|--------------------|------------|------------|--------|----------------|---|
| 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 | 08/14/2015 | \$1300 | Title I Part A | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |
|--|--------------------|------------|------------|--------|----------------|---|

| Activity - United Way bornlearning Academy  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| The United Way 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 | 05/18/2015 | \$6000            | Grant Funds       | AFRC, Principal, and kindergarten staff |

| Activity - Reflex Math  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                           |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| Free online computer program matching students with bility level. | Direct Instruction | 11/05/2014 | 05/18/2015 | \$0               | Grant Funds       | Classroom staff and special education staff |

### 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.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

| 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, student growth probes, etc.) and set goals to show continued progress. | Professional Learning | 09/04/2012 | 05/18/2015 | \$0               | No Funding Required | Principal, RTI staff and classroom teachers |

| Activity - Common Assessments (ELA and Math) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

## Comprehensive School Improvement Plan

Crabbe Elementary School

|  |                    |            |            |     |                     |   |
|--|--------------------|------------|------------|-----|---------------------|---|
| 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 | 05/18/2015 | \$0 | No Funding Required | District Instructional Supervisor, Principal and classroom teachers |
|--|--------------------|------------|------------|-----|---------------------|---|

### Strategy 5:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

| Activity - Bringing Up Grades (BUG) Program   | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                     |
|---|----------------------|------------|------------|-------------------|---------------------|---------------------------------------|
| Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card. | Community Engagement | 10/19/2012 | 05/18/2015 | \$0               | No Funding Required | Kiwanis Club of Ashland and principal |

| Activity - Accelerated Reader (AR)   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                              | Staff Responsible                                  |
|--|--------------------------|------------|------------|-------------------|--|--|
| Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy. | Academic Support Program | 08/22/2012 | 05/18/2015 | \$500             | Title I School Improvement (ISI), Booster Fund | Principal, school librarian and classroom teachers |

### Strategy 6:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

| Activity - Various Print Materials   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible                |
|--|--------------------|------------|------------|-------------------|----------------------|----------------------------------|
| Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction. | Direct Instruction | 01/02/2013 | 05/18/2015 | \$2000            | School Council Funds | Librarian and classroom teachers |

**Comprehensive School Improvement Plan**

Crabbe Elementary School

**Strategy 7:**

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

| Activity - Hiring of School Personnel  | Activity Type             | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                               |
|--|---------------------------|------------|------------|-------------------|--------------------|---|
| The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam. | Recruitment and Retention | 08/18/2014 | 05/18/2015 | \$70000           | Title I Schoolwide | Principal, SBDM council, Board office personnel |

### Goal 3: Demonstrate proficiency in all required program review areas by the end of the 2016-2017 school year.

**Measurable Objective 1:**

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores to an overall score of 8 in each area. by 05/31/2017 as measured by an increased percentage of proficient and distinguished programs.

**Strategy 1:**

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

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

| 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 | 05/18/2015 | \$2000            | Title I Schoolwide | 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 is established. The committee will meet at least three times annually. | Policy and Process | 08/14/2013 | 05/18/2015 | \$0               | No Funding Required | Principal, select teachers, school nurse, mental health counselor, parent |

## Comprehensive School Improvement Plan

Crabbe Elementary School

### 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.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

| Activity - Artist in Residence  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                         |
|---|--------------------|------------|------------|-------------------|-------------------|---|
| An artist in residence will teach all students about dance throughout time. | Parent Involvement | 03/11/2013 | 04/27/2015 | \$2000            | Other             | Principal and staff, Paramount Art Center |

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$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 | 05/18/2015 | \$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 | 05/18/2015 | \$0               | No Funding Required | Principal and staff |

### Strategy 3:

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

Category: Professional Learning & Support

Research Cited: Common Core Standards, etc.

| Activity - Health/ Wellness Policy Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------------|----------|-------------------|-------------------|-------------------|

## Comprehensive School Improvement Plan

Crabbe Elementary School

|  |                       |            |            |     |                     |                                    |
|--|-----------------------|------------|------------|-----|---------------------|------------------------------------|
| The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 | No Funding Required | Principal, nurse, teachers, parent |
|--|-----------------------|------------|------------|-----|---------------------|------------------------------------|

### Strategy 4:

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

Category: Continuous Improvement

Research Cited: Program Review Rubrics

| Activity - Pre- and Post-Assessments (A&H)  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible          |
|---|--------------------|------------|------------|-------------------|--------------------|----------------------------|
| Create pre- post-assessments for each of the arts disciplines for primary and intermediate. | Direct Instruction | 08/14/2013 | 05/18/2015 | \$300             | Title I Schoolwide | 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 | 05/18/2015 | \$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 and common planning, staff will develop student-friendly writing rubrics for required writing pieces. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0               | No Funding Required | Classroom teachers |

### Strategy 5:

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

Category:

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0               | No Funding Required | Arts & Humanities teachers |



## Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0               | No Funding Required | Arts & Humanities teachers |

### **Goal 4: Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year.**

#### **Measurable Objective 1:**

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) KPREP assessment in Mathematics by 05/18/2018 as measured by yearly KPREP assessment data.

#### **(shared) Strategy 1:**

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible     |
|---|--|------------|------------|-------------------|---------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Academic Support Program, Policy and Process | 08/17/2015 | 05/31/2016 | \$0               | No Funding Required | Principal, Rtl staff, |

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------|------------|------------|-------------------|-------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000           | Title I Part A    | Principal         |

## Comprehensive School Improvement Plan

Crabbe Elementary School

### Measurable Objective 2:

A 80% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth of 10% on MAP assessment scores from Fall to Spring in Mathematics by 05/30/2016 as measured by students identified as receiving Tier II and Tier III services demonstrating increases..

### (shared) Strategy 1:

Data based RtI implementation - Teachers, administration, and RtI staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Implement and Train Staff on RtI procedures  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible     |
|---|--|------------|------------|-------------------|---------------------|-----------------------|
| Staff will be trained on the RtI process, how referrals should take place, and how students will be helped in this process. | Academic Support Program, Policy and Process | 08/17/2015 | 05/31/2016 | \$0               | No Funding Required | Principal, RtI staff, |
| Activity - Student Achievement Records Clerk  | Activity Type                                | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible     |
| RtI staff implemented to track, provide trend data, and manage student needs as related to student achievement.             | Recruitment and Retention                    | 10/01/2015 | 05/31/2016 | \$18000           | Title I Part A      | Principal             |

## Goal 5: Crabbe Elementary school will increase the number of students scoring Apprentice or better in the areas of Reading and Math.

### Measurable Objective 1:

A 50% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency score of Novice on the KPREP assessment in Mathematics by 05/31/2016 as measured by as measured by the number of Crabbe Elementary students scoring Novice being less than 10.5%.

### (shared) Strategy 1:

Clinical Instruction - Instruction will be aligned both horizontally and vertically and implemented with fidelity at each grade level. Teachers and administration will monitor implementation of pacing guides, analysis of common assessments and lesson plans.

Category: Continuous Improvement

Research Cited: McGehee, J. J., & Griffith, L. K. (2001). Large-scale assessments combined with curriculum alignment: Agents of change. Theory into Practice, 40(2), 137-144.

## Comprehensive School Improvement Plan

Crabbe Elementary School

\* English, F. W., & Steffy, B. E. (2001). Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability. Scarecrow Press.

| Activity - Daily Walkthroughs  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework. | Academic Support Program | 08/17/2015 | 05/31/2016 | \$0               | No Funding Required | Administration    |

| Activity - PLC Data Analysis   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                  |
|--|-----------------------|------------|------------|-------------------|---------------------|------------------------------------|
| Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students. | Professional Learning | 08/17/2015 | 05/31/2016 | \$0               | No Funding Required | Principal, Teachers, and Rtl staff |

| Activity - Professional Learning Opportunities  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------|-------------------|---------------------|
| Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning. | Professional Learning | 08/17/2015 | 05/31/2016 | \$4000            | Title I Part A    | Principal, Teachers |

### Measurable Objective 2:

A 50% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency score of Novice on the KPREP assessment in Reading by 05/31/2016 as measured by the number of Crabbe Elementary students scoring Novice being less than 11.3%..

### (shared) Strategy 1:

Clinical Instruction - Instruction will be aligned both horizontally and vertically and implemented with fidelity at each grade level. Teachers and administration will monitor implementation of pacing guides, analysis of common assessments and lesson plans.

Category: Continuous Improvement

Research Cited: McGehee, J. J., & Griffith, L. K. (2001). Large-scale assessments combined with curriculum alignment: Agents of change. Theory into Practice, 40(2), 137-144.

\* English, F. W., & Steffy, B. E. (2001). Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability. Scarecrow Press.

| Activity - Daily Walkthroughs  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework. | Academic Support Program | 08/17/2015 | 05/31/2016 | \$0               | No Funding Required | Administration    |

| Activity - PLC Data Analysis | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

**Comprehensive School Improvement Plan**

Crabbe Elementary School

|  |                       |                   |                 |                          |                          |                                    |
|--|-----------------------|-------------------|-----------------|--------------------------|--------------------------|------------------------------------|
| Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students. | Professional Learning | 08/17/2015        | 05/31/2016      | \$0                      | No Funding Required      | Principal, Teachers, and Rtl staff |
| <b>Activity - Professional Learning Opportunities</b>  | <b>Activity Type</b>  | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>           |
| Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning.                            | Professional Learning | 08/17/2015        | 05/31/2016      | \$4000                   | Title I Part A           | Principal, Teachers                |

DRAFT

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

| Activity Name                              | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|--------------------------|------------|------------|-------------------|---|
| 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 | 04/15/2015 | \$0               | District instructional supervisor, principal, math enhancement teacher, and classroom teachers          |
| K-1 Math Cadre                             | Kindergarten homeroom, first grade homeroom, and K-1 special education teachers will meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared. | Professional Learning    | 08/06/2013 | 04/15/2015 | \$0               | District Instructional Supervisor, Principal, K-1 homeroom teachers, and K-1 special education teachers |
| 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 | 05/18/2015 | \$4775            | Principal, Math/ELA Enhancement teacher, and classroom teachers   |
| <b>Total</b>                               |  |                          |            |            | <b>\$4775</b>     |   |

### Title I Schoolwide

| Activity Name               | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-----------------------------|---|--------------------------|------------|------------|-------------------|---------------------|
| Supplemental Math Resources | Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction. | Direct Instruction       | 08/22/2012 | 05/18/2015 | \$1000            | Classroom teachers  |
| 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 | 05/18/2015 | \$2000            | Principal and staff |

## Comprehensive School Improvement Plan

Crabbe Elementary School

|                                 |  |                           |            |            |         |   |
|---------------------------------|--|---------------------------|------------|------------|---------|---|
| Hiring of School Personnel      | The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam. | Recruitment and Retention | 08/18/2014 | 05/18/2015 | \$70000 | Principal, SBDM council, Board office personnel |
| Pre- and Post-Assessments (A&H) | Create pre- post-assessmetns for each of the arts disciplines for primary and intermediate.  | Direct Instruction        | 08/14/2013 | 05/18/2015 | \$300   | Arts & Humanities teachers                      |
| <b>Total</b>                    |  |                           |            |            | \$73300 |   |

### Other

| Activity Name                     | Activity Description  | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible                            |
|-----------------------------------|---|--------------------|------------|------------|-------------------|--|
| Artist in Residence               | An artist in residence will teach all students about dance throughout time.   | Parent Involvement | 03/11/2013 | 04/27/2015 | \$2000            | Principal and staff, Paramount Art Center    |
| 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 | 04/20/2015 | \$5200            | Principal, classroom teachers, and ESS staff |
| <b>Total</b>                      |   |                    |            |            | \$7200            |  |

### Booster Fund

| Activity Name           | Activity Description   | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible                                  |
|-------------------------|--|--------------------------|------------|------------|-------------------|--|
| Accelerated Reader (AR) | Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy. | Academic Support Program | 08/22/2012 | 05/18/2015 | \$200             | Principal, school librarian and classroom teachers |
| <b>Total</b>            |  |                          |            |            | \$200             |  |

### School Council Funds

| Activity Name           | Activity Description   | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible                |
|-------------------------|--|--------------------|------------|------------|-------------------|----------------------------------|
| Various Print Materials | Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction. | Direct Instruction | 01/02/2013 | 05/18/2015 | \$2000            | Librarian and classroom teachers |
| <b>Total</b>            |  |                    |            |            | \$2000            |                                  |

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Title I Part D

| Activity Name   | Activity Description   | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---|--|-----------------------|------------|------------|-------------------|---|
| 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 the local museum, etc. | Direct Instruction    | 08/17/2015 | 05/18/2018 | \$400             | Classroom and itinerant teachers  |
| 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 | 05/18/2015 | \$4000            | District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers |
| Professional Development in Writing                           | A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff.          | Professional Learning | 08/17/2015 | 05/18/2018 | \$1000            | District Instructional Supervisor, Principal, and ELA teachers                                |
| National Reading Recovery & K-6 Classroom Literacy Conference | Reading Recovery staff will work with grade level staff on reading strategies for classroom use.   | Professional Learning | 02/02/2013 | 05/18/2015 | \$4000            | Principal, Reading Recovery Staff, and selected teachers                                      |
| Math - Digital Resources                                      | Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc.                                 | Technology            | 08/22/2012 | 05/18/2015 | \$2000            | Principal and classroom teachers  |
| <b>Total</b>  |  |                       |            |            | \$11400           |   |

## 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 | 05/18/2015 | \$400             | Director of Student Services, Principal, and selected teacher |
| Building Conceptual Models               | 5 regular education teacher and two special education teachers, 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 | 05/18/2015 | \$500             | Principal, homeroom teachers, and special education teachers  |

# Comprehensive School Improvement Plan

Crabbe Elementary School

**Total** \$900

## Read to Achieve

| Activity Name   | Activity Description   | Activity Type         | Begin Date | End Date   | Resource Assigned   | Staff Responsible  |
|---|--|-----------------------|------------|------------|---|--|
| National Reading Recovery & K-6 Classroom Literacy Conference | Reading Recovery staff will work with grade level staff on reading strategies for classroom use. | Professional Learning | 02/02/2013 | 05/18/2015 | \$41000   | Principal, Reading Recovery Staff, and selected teachers |
| <b>Total</b>  |  |                       |            |            | <span style="border: 1px solid black; padding: 2px;">\$41000</span> |  |

## No Funding Required

| Activity Name                               | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible                                   |
|---|---|--------------------------|------------|------------|-------------------|---|
| Health/ Wellness Policy Development         | The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6.  | Professional Learning    | 08/14/2013 | 05/18/2015 | \$0               | Principal, nurse, teachers, parent                  |
| Focus on Math Facts (Building Math Fluency) | Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used.  | Direct Instruction       | 08/22/2012 | 05/18/2015 | \$0               | Classroom 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, student growth probes, etc.) and set goals to show continued progress.   | Professional Learning    | 09/04/2012 | 05/18/2015 | \$0               | Principal, RTI staff and classroom teachers         |
| 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 | 05/18/2015 | \$0               | Classroom teachers, counselor, RTI staff, principal |
| 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 | 05/18/2015 | \$0               | Principal and classroom teachers                    |
| 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 | 05/18/2015 | \$0               | Principal, counselor, and teachers                  |



## Comprehensive School Improvement Plan

Crabbe Elementary School

|  |  |                          |            |            |     |   |
|--|--|--------------------------|------------|------------|-----|---|
| Teacher Grading of Student Writing Samples       | Intentional scoring of student work using the KPREP rubric for scoring. Providing specific feedback to students for improvement.   | Professional Learning    | 08/17/2015 | 05/18/2018 | \$0 | Principal, Certified Staff, Classified Staff.                                 |
| 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 | 05/18/2015 | \$0 | Classroom teachers  |
| PLC Data Analysis                                | Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students.   | Professional Learning    | 08/17/2015 | 05/31/2016 | \$0 | Principal, Teachers, and Rtl staff  |
| Practice Opportunities                           | Provide students with opportunities to learn and practice how to critique/evaluate others' performances or works.  | Direct Instruction       | 08/14/2013 | 05/18/2015 | \$0 | Arts & Humanities teachers  |
| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0 | 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 | 05/18/2015 | \$0 | Principal, special education staff, RTI support staff, and classroom teachers |
| ELA - RTI Schedule                               | Teachers in grades K-3 will schedule a 2 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 | 05/18/2015 | \$0 | Principal and classroom teachers  |
| Schoolwide implementation of targeted vocabulary | Implement vocabulary instruction that is specific to the students need and ability level.  | Direct Instruction       | 08/17/2015 | 05/18/2018 | \$0 | Principal, Certified Staff, Classified Staff                                  |
| Health Education Integrated                      | PL/CS (health, consumerism, and career education) will be intentionally integrated into all content areas.   | Direct Instruction       | 08/14/2013 | 05/18/2015 | \$0 | Principal and staff   |
| Principal Led Program Review PD                  | Teachers from across all grade levels will participate in Writing Program Review professional learning opportunities in an effort to evaluate and implement school wide writing programs that will facilitate quality writing.   | Professional Learning    | 11/05/2015 | 05/31/2016 | \$0 | Principal, All staff  |

## Comprehensive School Improvement Plan

Crabbe Elementary School

|   |  |  |            |            |            |   |
|---|--|--|------------|------------|------------|---|
| Implement and Train Staff on Rtl procedures | Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process.  | Academic Support Program, Policy and Process | 08/17/2015 | 05/31/2016 | \$0        | Principal, Rtl staff,   |
| 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 | 05/18/2015 | \$0        | District Instructional Supervisor, Principal and classroom teachers       |
| Bringing Up Grades (BUG) Program            | Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card.      | Community Engagement                         | 10/19/2012 | 05/18/2015 | \$0        | Kiwanis Club of Ashland and principal                                     |
| Daily Walkthroughs                          | Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework.       | Academic Support Program                     | 08/17/2015 | 05/31/2016 | \$0        | Administration  |
| Coordinated School Health Committee         | A Coordinated School Health Committee is established. The committee will meet at least three times annually.   | Policy and Process                           | 08/14/2013 | 05/18/2015 | \$0        | Principal, select teachers, school nurse, mental health counselor, parent |
| Rubrics (Writing)                           | During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces.  | Professional Learning                        | 08/14/2013 | 05/18/2015 | \$0        | Classroom teachers  |
| 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 | 05/18/2015 | \$0        | Principal, district curriculum director and classroom teachers            |
| 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 | 05/18/2015 | \$0        | Arts & Humanities teachers  |
| Survey Development                          | Create a survey for students to give feedback to peers at rehearsals of student led shows.   | Policy and Process                           | 08/14/2013 | 05/18/2015 | \$0        | Arts & Humanities teachers  |
| <b>Total</b>                                |  |  |            |            | <b>\$0</b> |   |

### Grant Funds

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

## Comprehensive School Improvement Plan

Crabbe Elementary School

|                                 |   |                    |            |            |        |   |
|---------------------------------|---|--------------------|------------|------------|--------|---|
| Reflex Math                     | Free online computer program matching students with ability level.  | Direct Instruction | 11/05/2014 | 05/18/2015 | \$0    | Classroom staff and special education staff |
| United Way bornlearning Academy | The United Way 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 | 05/18/2015 | \$6000 | AFRC, Principal, and kindergarten staff     |
| Student Conferencing            | ESS assistant will conference with students as related to writing in an effort to increase the ability, confidence, and understanding of the writing process and how to improve their writing.  | Tutoring           | 10/01/2015 | 05/31/2016 | \$3500 | Principal, 5th Grade Staff,                 |
| <b>Total</b>                    |   |                    |            |            | \$9500 |   |

### Title I School Improvement (ISI)

| Activity Name                    | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------------|---|--------------------------|------------|------------|-------------------|---|
| Accelerated Reader (AR)          | Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy.  | Academic Support Program | 08/22/2012 | 05/18/2015 | \$300             | Principal, school librarian and classroom teachers                            |
| Vocabulary Development           | Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities. | Direct Instruction       | 08/22/2012 | 05/18/2015 | \$1500            | Classroom teachers  |
| ELA - Digital Resources          | Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc.  | Technology               | 08/22/2012 | 05/18/2015 | \$3000            | Principal and classroom teachers  |
| RTI Support Staff (ELA and math) | RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed.  | Academic Support Program | 01/02/2013 | 05/15/2015 | \$25000           | District RTI Consultant, principal, classroom teachers, and RTI support staff |
| <b>Total</b>                     |   |                          |            |            | \$29800           |   |

### Title I Part A

## Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity Name                            | Activity Description   | Activity Type             | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|---------------------------|------------|------------|-------------------|---|
| 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 | 05/18/2015 | \$2100            | Principal, classroom teachers, itinerant teachers, and designated support staff   |
| Professional Learning Opportunities      | Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning.  | Professional Learning     | 08/17/2015 | 05/31/2016 | \$4000            | Principal, Teachers   |
| Student Achievement Records Clerk        | Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement.  | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000           | Principal   |
| 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 | 08/14/2015 | \$1300            | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |
| 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 | 05/18/2015 | \$120             | Director of Student Services, Principal, and selected teacher   |
| <b>Total</b>                             |  |                           |            |            | <b>\$25520</b>    |   |

## Phase II - KDE Assurances - Schools

## Introduction

KDE Assurances - School

DRAFT

**Assurances**

| <b>Label</b>                   | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------------------------|--|-----------------|----------------|-------------------|
| 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             |                |                   |

| <b>Label</b>           | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|------------------------|--|-----------------|----------------|-------------------|
| 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             |                |                   |

| <b>Label</b>         | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|----------------------|--|-----------------|----------------|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | N/A             |                |                   |

| <b>Label</b>              | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|---------------------------|--|-----------------|----------------|-------------------|
| 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             |                |                   |

| <b>Label</b>              | <b>Assurance</b>   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|---------------------------|--|-----------------|----------------|-------------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes             |                |                   |

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

# Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

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

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

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

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

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

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



# Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

| Label            | Assurance   | Response | Comment | Attachment |
|------------------|---|----------|---------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | Yes      |         |            |

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

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

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

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

# Comprehensive School Improvement Plan

Crabbe Elementary School

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

| Label        | Assurance   | Response | Comment   | Attachment |
|--------------|---|----------|---|------------|
| Transparency | The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below). | Yes      | <a href="http://www.ashland.kyschools.us/Content2/376">http://www.ashland.kyschools.us/Content2/376</a> |            |

| Label           | Assurance   | Response | Comment | Attachment |
|-----------------|---|----------|---------|------------|
| Teacher Quality | The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified. | Yes      |         |            |

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

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

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

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

# Comprehensive School Improvement Plan

Crabbe Elementary School

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

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

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

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

DRAFT

## **Phase II - KDE Compliance and Accountability - Schools**

DRAFT

## **Introduction**

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

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

DRAFT

## Planning and Accountability Requirements

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

**Goal 1:**

Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year.

**Measurable Objective 1:**

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) KPREP assessment in Mathematics by 05/18/2018 as measured by yearly KPREP assessment data.

**Strategy1:**

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Policy and Process Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

**Measurable Objective 2:**

A 80% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth of 10% on MAP assessment scores from Fall to Spring in Mathematics by 05/30/2016 as measured by students identified as receiving Tier II and Tier III services demonstrating increases..

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Strategy1:

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Academic Support Program Policy and Process | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

## Goal 2:

Crabbe Elementary school will increase the number of students scoring Apprentice or better in the areas of Reading and Math.

## Measurable Objective 1:

A 50% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency score of Novice on the KPREP assessment in Mathematics by 05/31/2016 as measured by as measured by the number of Crabbe Elementary students scoring Novice being less than 10.5%.

## Strategy1:

Clinical Instruction - Instruction will be aligned both horizontally and vertically and implemented with fidelity at each grade level. Teachers and administration will monitor implementation of pacing guides, analysis of common assessments and lesson plans.

Category: Continuous Improvement

Research Cited: McGehee, J. J., & Griffith, L. K. (2001). Large-scale assessments combined with curriculum alignment: Agents of change. Theory into Practice, 40(2), 137-144.

\* English, F. W., & Steffy, B. E. (2001). Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability. Scarecrow Press.

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Daily Walkthroughs  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework. | Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Administration    |

| Activity - PLC Data Analysis   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students. | Professional Learning | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Teachers, and Rtl staff |

| Activity - Professional Learning Opportunities  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---------------------|
| Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning. | Professional Learning | 08/17/2015 | 05/31/2016 | \$4000 - Title I Part A | Principal, Teachers |

## Measurable Objective 2:

A 50% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency score of Novice on the KPREP assessment in Reading by 05/31/2016 as measured by the number of Crabbe Elementary students scoring Novice being less than 11.3%..

## Strategy1:

Clinical Instruction - Instruction will be aligned both horizontally and vertically and implemented with fidelity at each grade level. Teachers and administration will monitor implementation of pacing guides, analysis of common assessments and lesson plans.

Category: Continuous Improvement

Research Cited: McGehee, J. J., & Griffith, L. K. (2001). Large-scale assessments combined with curriculum alignment: Agents of change.

Theory into Practice, 40(2), 137-144.

\* English, F. W., & Steffy, B. E. (2001). Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability. Scarecrow Press.

| Activity - Daily Walkthroughs  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework. | Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Administration    |



# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - PLC Data Analysis   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students. | Professional Learning | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Teachers, and Rtl staff |

| Activity - Professional Learning Opportunities  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---------------------|
| Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning. | Professional Learning | 08/17/2015 | 05/31/2016 | \$4000 - Title I Part A | Principal, Teachers |

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

### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap 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 34.8% in 2014 to 48.2% by 05/18/2015 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.

Category: Integrated Methods for Learning

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 | 05/18/2015 | \$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 | 05/18/2015 | \$1500 - Title I School Improvement (ISI) | Special education director, principal, and special education teachers |

### Strategy2:

# Comprehensive School Improvement Plan

Crabbe Elementary School

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

Category: Integrated Methods for Learning

Research Cited: Research based instruction- Conceptual Building Blocks

| 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 | 05/18/2015 | \$500 - Title I Part A  | Principal, Shannon Hankins, 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.

Category: Professional Learning & Support

Research Cited: Researched based professional development

| 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 and assessments monitored.. | Professional Learning | 10/15/2012 | 05/18/2015 | \$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 | 05/18/2015 | \$0 - No Funding Required | Principal and selected special education teachers |

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

### Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.6% in 2014 to SY 2016-2017

# Comprehensive School Improvement Plan

Crabbe Elementary School

59.3% by 05/31/2018 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.

Category: Professional Learning & Support

Research Cited: RTI math support

| 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 meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared. | Professional Learning | 08/06/2013 | 04/15/2015 | \$0 - District Funding  | 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.

Category: Learning Systems

Research Cited: HB 69

| 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 | 08/14/2015 | \$1300 - Title I Part A | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |

| Activity - United Way bornlearning Academy  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------------|---|
| The United Way 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 | 05/18/2015 | \$6000 - Grant Funds    | AFRC, Principal, and kindergarten staff |

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

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.6% in 2014 to 59.3% by 05/31/2018 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.

Category: Learning Systems

Research Cited: HB 69

| Activity - United Way bornlearning Academy  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------------|---|
| The United Way 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 | 05/18/2015 | \$6000 - Grant Funds    | AFRC, Principal, and kindergarten staff |

| 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 | 08/14/2015 | \$1300 - Title I Part A | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |

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

## Goal 1:

Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.6% in 2014 to 59.3% by 05/31/2018 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.

Category: Learning Systems

Research Cited: HB 69

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers, counselor, RTI staff, principal |

| 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 | 04/20/2015 | \$5200 - Other          | Principal, classroom teachers, and ESS staff |

| Activity - Focus on Math Facts (Building Math Fluency)   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - United Way bornlearning Academy  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------------|---|
| The United Way 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 | 05/18/2015 | \$6000 - Grant Funds    | AFRC, Principal, and kindergarten 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 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 | 05/18/2015 | \$0 - No Funding Required | Principal 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 | 08/14/2015 | \$1300 - Title I Part A | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0 - No Funding Required | Principal, special education staff, RTI support staff, and classroom teachers |

| Activity - RTI Support Staff (ELA and math)  | Activity Type            | Begin Date | End Date   | Funding Amount & Source                    | Staff Responsible   |
|--|--------------------------|------------|------------|--|---|
| RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed. | Academic Support Program | 01/02/2013 | 05/15/2015 | \$25000 - Title I School Improvement (ISI) | District RTI Consultant, principal, classroom teachers, and RTI support staff |

# 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 | 05/18/2015 | \$2100 - Title I Part A | Principal, classroom teachers, itinerant teachers, and designated support staff |

| Activity - ELA - Digital Resources   | Activity Type | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible                |
|--|---------------|------------|------------|---|----------------------------------|
| Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc. | Technology    | 08/22/2012 | 05/18/2015 | \$3000 - Title I School Improvement (ISI) | Principal and classroom teachers |

| Activity - Vocabulary Development   | Activity Type      | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible  |
|---|--------------------|------------|------------|---|--------------------|
| Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1500 - Title I School Improvement (ISI) | Classroom teachers |

| Activity - Math - Digital Resources  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                |
|--|---------------|------------|------------|-------------------------|----------------------------------|
| Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc. | Technology    | 08/22/2012 | 05/18/2015 | \$2000 - Title I Part D | Principal and classroom teachers |

| Activity - Reflex Math   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                           |
|--|--------------------|------------|------------|-------------------------|---|
| Free online computer program matching students with ability level. | Direct Instruction | 11/05/2014 | 05/18/2015 | \$0 - Grant Funds       | Classroom staff and special education staff |

| Activity - Supplemental Math Resources  | Activity Type      | Begin Date | End Date   | Funding Amount & Source     | Staff Responsible  |
|---|--------------------|------------|------------|-----------------------------|--------------------|
| Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1000 - Title I Schoolwide | Classroom teachers |

## Strategy2:

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

Category: Professional Learning & Support

Research Cited: RTI math support

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Building Conceptual Models   | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------------|--|
| 5 regular education teacher and two special education teachers, 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 | 05/18/2015 | \$500 - General Fund    | Principal, homeroom teachers, and 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 meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared. | Professional Learning | 08/06/2013 | 04/15/2015 | \$0 - District Funding  | 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 | 04/15/2015 | \$0 - District Funding  | District instructional supervisor, principal, math enhancement teacher, and classroom teachers |

### Strategy3:

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

| Activity - Hiring of School Personnel  | Activity Type             | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                               |
|--|---------------------------|------------|------------|------------------------------|---|
| The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam. | Recruitment and Retention | 08/18/2014 | 05/18/2015 | \$70000 - Title I Schoolwide | Principal, SBDM council, Board office personnel |

### 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.

Category: Continuous Improvement

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

| 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, student growth probes, etc.) and set goals to show continued progress. | Professional Learning | 09/04/2012 | 05/18/2015 | \$0 - No Funding Required | Principal, RTI staff and classroom teachers |



# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0 - No Funding Required | District Instructional Supervisor, Principal and classroom teachers |

## Strategy5:

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

Category: Professional Learning & Support

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 | 05/18/2015 | \$400 - General Fund<br>\$120 - Title I Part A | Director of Student Services, Principal, and selected teacher |

| Activity - National Reading Recovery & K-6 Classroom Literacy Conference                         | Activity Type         | Begin Date | End Date   | Funding Amount & Source                              | Staff Responsible  |
|--|-----------------------|------------|------------|--|--|
| Reading Recovery staff will work with grade level staff on reading strategies for classroom use. | Professional Learning | 02/02/2013 | 05/18/2015 | \$41000 - Read to Achieve<br>\$4000 - Title I Part D | Principal, Reading Recovery Staff, and selected teachers |

| 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 | 05/18/2015 | \$4000 - Title I Part D | District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers |

## Strategy6:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

| Activity - Bringing Up Grades (BUG) Program   | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                     |
|---|----------------------|------------|------------|---------------------------|---------------------------------------|
| Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card. | Community Engagement | 10/19/2012 | 05/18/2015 | \$0 - No Funding Required | Kiwanis Club of Ashland and principal |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Accelerated Reader (AR)   | Activity Type            | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible                                  |
|--|--------------------------|------------|------------|--|--|
| Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy. | Academic Support Program | 08/22/2012 | 05/18/2015 | \$200 - Booster Fund<br>\$300 - Title I School Improvement (ISI) | Principal, school librarian and classroom teachers |

## Strategy7:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

| Activity - Various Print Materials   | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                |
|--|--------------------|------------|------------|-------------------------------|----------------------------------|
| Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction. | Direct Instruction | 01/02/2013 | 05/18/2015 | \$2000 - School Council Funds | Librarian and classroom teachers |

## Goal 2:

Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year.

## Measurable Objective 1:

A 80% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth of 10% on MAP assessment scores from Fall to Spring in Mathematics by 05/30/2016 as measured by students identified as receiving Tier II and Tier III services demonstrating increases..

## Strategy1:

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Academic Support Program Policy and Process | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

## Measurable Objective 2:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) KPREP assessment in Mathematics by 05/18/2018 as measured by yearly KPREP assessment data.

## Strategy1:

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Academic Support Program Policy and Process | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

# Comprehensive School Improvement Plan

Crabbe Elementary School

Crabbe Elementary School will increase our overall on demand writing score from 37.4 to 61.7 by the end of the 2017-2018 school year.

## Measurable Objective 1:

A 13% increase of Fifth grade students will demonstrate a proficiency in On-Demand Writing in Writing by 05/20/2016 as measured by KREP.

## Strategy1:

Cross-Curricular Connections - Teachers will integrate writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Writing instruction with all content areas (math, science, social studies, practical living, arts and humanities, etc.).

| 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 the local museum, etc. | Direct Instruction | 08/17/2015 | 05/18/2018 | \$400 - Title I Part D  | Classroom and itinerant teachers |

## Strategy2:

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

Category: Other - District level support

Research Cited: District level guidance and teacher input to prepare district curriculum map for align curriculum.

| Activity - Student Conferencing  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible           |
|--|---------------|------------|------------|-------------------------|-----------------------------|
| ESS assistant will conference with students as related to writing in an effort to increase the ability, confidence, and understanding of the writing process and how to improve their writing. | Tutoring      | 10/01/2015 | 05/31/2016 | \$3500 - Grant Funds    | Principal, 5th Grade Staff, |

| Activity - Principal Led Program Review PD   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible    |
|--|-----------------------|------------|------------|---------------------------|----------------------|
| Teachers from across all grade levels will participate in Writing Program Review professional learning opportunities in an effort to evaluate and implement school wide writing programs that will facilitate quality writing. | Professional Learning | 11/05/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, All staff |

| 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 | 05/18/2015 | \$0 - No Funding Required | Principal, district curriculum director and classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

## Strategy3:

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

Category: Professional Learning & Support

Research Cited: Training support provided by central office staff, professional development opportunities.

| Activity - Teacher Grading of Student Writing Samples  | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                             |
|--|-----------------------|------------|------------|---------------------------|---|
| Intentional scoring of student work using the KPREP rubric for scoring. Providing specific feedback to students for improvement. | Professional Learning | 08/17/2015 | 05/18/2018 | \$0 - No Funding Required | Principal, Certified Staff, Classified Staff. |

| Activity - Professional Development in Writing  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|-----------------------|------------|------------|-------------------------|--|
| A teachers will work with a writing specialist to learn instructional strategies for teaching writing at their grade level and share with building staff. | Professional Learning | 08/17/2015 | 05/18/2018 | \$1000 - Title I Part D | District Instructional Supervisor, Principal, and ELA teachers |

| Activity - Schoolwide implementation of targeted vocabulary                               | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                            |
|---|--------------------|------------|------------|---------------------------|--|
| Implement vocabulary instruction that is specific to the students need and ability level. | Direct Instruction | 08/17/2015 | 05/18/2018 | \$0 - No Funding Required | Principal, Certified Staff, Classified Staff |

## Goal 2:

Increase the average combined reading and math K-PREP scores for all students from 37.6% to 59.3% by the end of the 2017-2018 school year

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-PREP scores for Crabbe Elementary students from 37.6% in 2014 to 59.3% by 05/31/2018 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.

Category: Professional Learning & Support

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 | 05/18/2015 | \$120 - Title I Part A<br>\$400 - General Fund | Director of Student Services, Principal, and selected teacher |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$4000 - Title I Part D | District Instructional Supervisor, Principal, ELA Enhancement teacher, and classroom teachers |

| Activity - National Reading Recovery & K-6 Classroom Literacy Conference                         | Activity Type         | Begin Date | End Date   | Funding Amount & Source                              | Staff Responsible  |
|--|-----------------------|------------|------------|--|--|
| Reading Recovery staff will work with grade level staff on reading strategies for classroom use. | Professional Learning | 02/02/2013 | 05/18/2015 | \$41000 - Read to Achieve<br>\$4000 - Title I Part D | Principal, Reading Recovery Staff, and selected teachers |

## Strategy2:

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

Category: Professional Learning & Support

Research Cited: RTI math support

| 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 | 04/15/2015 | \$0 - 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 meet periodically to discuss and examine RTI/KSI math instruction. Progress monitoring and instructional strategies will be shared. | Professional Learning | 08/06/2013 | 04/15/2015 | \$0 - District Funding  | 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  |
|---|-----------------------|------------|------------|-------------------------|--|
| 5 regular education teacher and two special education teachers, 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 | 05/18/2015 | \$500 - General Fund    | Principal, homeroom teachers, and 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.

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Crabbe Elementary School

Research Cited: MAP testing, teacher observation, PRO reading, Do the Math

| 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 | 05/18/2015 | \$0 - No Funding Required | District Instructional Supervisor, Principal 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, student growth probes, etc.) and set goals to show continued progress. | Professional Learning | 09/04/2012 | 05/18/2015 | \$0 - No Funding Required | Principal, RTI staff and classroom teachers |

#### Strategy4:

Highly Qualified Staff - Crabbe Elementary School will try to employ only quality certified and classified staff that have the minimum requirement of college hours or have passed the Kentucky Paraprofessionals exam.

Category: Other - Recruiting and Hiring Qualified Staff

Research Cited:

| Activity - Hiring of School Personnel  | Activity Type             | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                               |
|--|---------------------------|------------|------------|------------------------------|---|
| The SBDM council at Crabbe will look at certified and classified personnel to fill vacancies that are at the minimum college credit requirement or have successfully passed the Kentucky Paraprofessionals Exam. | Recruitment and Retention | 08/18/2014 | 05/18/2015 | \$70000 - Title I Schoolwide | Principal, SBDM council, Board office personnel |

#### Strategy5:

Cross-Curricular Connections - Teachers will integrate ELA and math instruction with all other content areas (science, social studies, practical living, arts and humanities, etc.).

Category: Integrated Methods for Learning

Research Cited: Embedded math and reading in other content areas

| Activity - Various Print Materials   | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                |
|--|--------------------|------------|------------|-------------------------------|----------------------------------|
| Teachers will utilize materials such as Super Science, Lets Find Out, Scholastic News. to support classroom reading instruction. In addition, teachers will use leveled readers to promote student learning. These print materials will be used to integrate other content areas into ELA instruction. | Direct Instruction | 01/02/2013 | 05/18/2015 | \$2000 - School Council Funds | Librarian and classroom teachers |

#### Strategy6:

# Comprehensive School Improvement Plan

Crabbe Elementary School

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.

Category: Learning Systems

Research Cited: HB 69

| Activity - Supplemental Math Resources  | Activity Type      | Begin Date | End Date   | Funding Amount & Source     | Staff Responsible  |
|---|--------------------|------------|------------|-----------------------------|--------------------|
| Teachers will implement Number Talks, Everyday Counts (Calendar Math), Drops in a Bucket, Mountain Math, Partner Games, etc. to enhance math instruction. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1000 - Title I Schoolwide | 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 | 05/18/2015 | \$4775 - District Funding | Principal, Math/ELA Enhancement teacher, 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 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 | 05/18/2015 | \$0 - No Funding Required | Principal and classroom teachers |

| Activity - Focus on Math Facts (Building Math Fluency)   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Teachers will place an emphasis on student's mastery of grade level math facts as outlined by KCAS. Incentives and progress charts will be used. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$0 - No Funding Required | 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 | 08/14/2015 | \$1300 - Title I Part A | Principal, counselor, kindergarten teachers, special education teachers, school secretary, AFRC, school nurse and kindergarten instructional assistants |



# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Vocabulary Development   | Activity Type      | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible  |
|---|--------------------|------------|------------|---|--------------------|
| Teachers will provide instruction designed to increase student vocabulary. Teachers in grades 2-6 will have access to Wordly Wise 3000 and Spelling City. In addition, attention will be given to content specific vocabulary, including but not limited to science, social studies, arts and humanities. | Direct Instruction | 08/22/2012 | 05/18/2015 | \$1500 - Title I School Improvement (ISI) | Classroom teachers |

| Activity - Reflex Math   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                           |
|--|--------------------|------------|------------|-------------------------|---|
| Free online computer program matching students with ability level. | Direct Instruction | 11/05/2014 | 05/18/2015 | \$0 - Grant Funds       | Classroom staff and special education 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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers, counselor, RTI staff, principal |

| 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 | 05/18/2015 | \$2100 - Title I Part A | Principal, 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 | 05/18/2015 | \$0 - No Funding Required | Principal, special education staff, RTI support staff, and classroom teachers |

| Activity - United Way bornlearning Academy  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                       |
|---|--------------------|------------|------------|-------------------------|---|
| The United Way 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 | 05/18/2015 | \$6000 - Grant Funds    | AFRC, Principal, and kindergarten staff |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 04/20/2015 | \$5200 - Other          | Principal, classroom teachers, and ESS staff |

| Activity - Math - Digital Resources  | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                |
|--|---------------|------------|------------|-------------------------|----------------------------------|
| Students will utilize math-based technology such as Renaissance Place, Math in Focus, Everyday Counts, IXL, HRW, Reflex Math, etc. | Technology    | 08/22/2012 | 05/18/2015 | \$2000 - Title I Part D | Principal and classroom teachers |

| Activity - RTI Support Staff (ELA and math)  | Activity Type            | Begin Date | End Date   | Funding Amount & Source                    | Staff Responsible   |
|--|--------------------------|------------|------------|--|---|
| RTI support staff will be utilized to support core ELA and math instruction, provide small group instruction, and/or other services as needed. | Academic Support Program | 01/02/2013 | 05/15/2015 | \$25000 - Title I School Improvement (ISI) | District RTI Consultant, principal, classroom teachers, and RTI support staff |

| 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 | 05/18/2015 | \$0 - No Funding Required | Principal and classroom teachers |

| Activity - ELA - Digital Resources   | Activity Type | Begin Date | End Date   | Funding Amount & Source                   | Staff Responsible                |
|--|---------------|------------|------------|---|----------------------------------|
| Students will utilize digital reading programs such as Reading Eggs, Reading Express, IXL language, Scootpad, etc. | Technology    | 08/22/2012 | 05/18/2015 | \$3000 - Title I School Improvement (ISI) | Principal and classroom teachers |

## Strategy7:

Celebration of Success - Students will be rewarded for meeting academic goals.

Category: Other - Kiwanis Club and Local businesses

Research Cited: Community involvement

| Activity - Accelerated Reader (AR)   | Activity Type            | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible                                  |
|--|--------------------------|------------|------------|--|--|
| Students will participate in AR as outlined in the school policy. Rewards will be given as stated in the policy. | Academic Support Program | 08/22/2012 | 05/18/2015 | \$200 - Booster Fund<br>\$300 - Title I School Improvement (ISI) | Principal, school librarian and classroom teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Bringing Up Grades (BUG) Program   | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                     |
|---|----------------------|------------|------------|---------------------------|---------------------------------------|
| Students in grades 3-6 will participate in the BUG Program. In this program, students will be rewarded for "bringing up" their reading grade as evidenced by their report card. | Community Engagement | 10/19/2012 | 05/18/2015 | \$0 - No Funding Required | Kiwanis Club of Ashland and principal |

### Goal 3:

Demonstrate proficiency in all required program review areas by the end of the 2016-2017 school year.

### Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores to an overall score of 8 in each area. by 05/31/2017 as measured by an increased percentage of proficient and distinguished programs.

### Strategy1:

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

Category: Continuous Improvement

Research Cited: Program Review Rubrics

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

| Activity - Rubrics (Writing)  | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

| 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 | 05/18/2015 | \$300 - Title I Schoolwide | 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.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0 - No Funding Required | Principal, counselor, and teachers |

| Activity - Artist in Residence  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                         |
|---|--------------------|------------|------------|-------------------------|---|
| An artist in residence will teach all students about dance throughout time. | Parent Involvement | 03/11/2013 | 04/27/2015 | \$2000 - Other          | Principal and staff, Paramount Art Center |

| 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 | 05/18/2015 | \$0 - No Funding Required | Principal and staff |

| 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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

### Strategy3:

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

Category:

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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

## Strategy4:

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

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

| 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 | 05/18/2015 | \$2000 - Title I Schoolwide | Principal and staff |

| Activity - Coordinated School Health Committee   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------|------------|------------|---------------------------|---|
| A Coordinated School Health Committee is established. The committee will meet at least three times annually. | Policy and Process | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Principal, select teachers, school nurse, mental health counselor, parent |

## Strategy5:

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

Category: Professional Learning & Support

Research Cited: Common Core Standards, etc.

| Activity - Health/ Wellness Policy Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Principal, nurse, teachers, parent |

## Goal 4:

Crabbe elementary will increase the average combined Reading and Math KPREP Proficient and Distinguished scores from 34.4% to 57.9% by the end of the 2017-2018 school year.

## Measurable Objective 1:

58% of Black or African-American, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races and Native Hawaiian or Other Pacific Islander students will demonstrate student proficiency (pass rate) KPREP assessment in Mathematics by 05/18/2018 as measured by yearly KPREP assessment data.

## Strategy1:

# Comprehensive School Improvement Plan

Crabbe Elementary School

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Policy and Process Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

## Measurable Objective 2:

A 80% increase of Economically Disadvantaged and Students with Disabilities students will increase student growth of 10% on MAP assessment scores from Fall to Spring in Mathematics by 05/30/2016 as measured by students identified as receiving Tier II and Tier III services demonstrating increases..

## Strategy1:

Data based Rtl implementation - Teachers, administration, and Rtl staff will work together to implement data based decisions that clinically evaluate each student's needs and implements a plan that will effectively aid in the intervention instruction for students in need.

Category: Integrated Methods for Learning

Research Cited: Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). Assisting Students Struggling with Mathematics: Response to Intervention (Rtl) for Elementary and Middle Schools. NCEE 2009-4060. What Works Clearinghouse.

Gunning, T. G. (2000). Creating literacy instruction for all children. Allyn & Bacon, 160 Gould St., Needham Heights, MA 02494.

| Activity - Student Achievement Records Clerk  | Activity Type             | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible |
|---|---------------------------|------------|------------|--------------------------|-------------------|
| Rtl staff implemented to track, provide trend data, and manage student needs as related to student achievement. | Recruitment and Retention | 10/01/2015 | 05/31/2016 | \$18000 - Title I Part A | Principal         |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Implement and Train Staff on Rtl procedures  | Activity Type                               | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible     |
|---|---|------------|------------|---------------------------|-----------------------|
| Staff will be trained on the Rtl process, how referrals should take place, and how students will be helped in this process. | Policy and Process Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Rtl staff, |

## Goal 5:

Crabbe Elementary school will increase the number of students scoring Apprentice or better in the areas of Reading and Math.

## Measurable Objective 1:

A 50% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency score of Novice on the KPREP assessment in Reading by 05/31/2016 as measured by the number of Crabbe Elementary students scoring Novice being less than 11.3%..

## Strategy1:

Clinical Instruction - Instruction will be aligned both horizontally and vertically and implemented with fidelity at each grade level. Teachers and administration will monitor implementation of pacing guides, analysis of common assessments and lesson plans.

Category: Continuous Improvement

Research Cited: McGehee, J. J., & Griffith, L. K. (2001). Large-scale assessments combined with curriculum alignment: Agents of change. Theory into Practice, 40(2), 137-144.

\* English, F. W., & Steffy, B. E. (2001). Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability. Scarecrow Press.

| Activity - PLC Data Analysis   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students. | Professional Learning | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Teachers, and Rtl staff |

| Activity - Daily Walkthroughs  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework. | Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Administration    |

| Activity - Professional Learning Opportunities  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---------------------|
| Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning. | Professional Learning | 08/17/2015 | 05/31/2016 | \$4000 - Title I Part A | Principal, Teachers |

## Measurable Objective 2:

# Comprehensive School Improvement Plan

Crabbe Elementary School

A 50% decrease of Third, Fourth and Fifth grade students will demonstrate a proficiency score of Novice on the KPREP assessment in Mathematics by 05/31/2016 as measured by as measured by the number of Crabbe Elementary students scoring Novice being less than 10.5%.

## Strategy1:

Clinical Instruction - Instruction will be aligned both horizontally and vertically and implemented with fidelity at each grade level. Teachers and administration will monitor implementation of pacing guides, analysis of common assessments and lesson plans.

Category: Continuous Improvement

Research Cited: McGehee, J. J., & Griffith, L. K. (2001). Large-scale assessments combined with curriculum alignment: Agents of change. Theory into Practice, 40(2), 137-144.

\* English, F. W., & Steffy, B. E. (2001). Deep curriculum alignment: Creating a level playing field for all children on high-stakes tests of educational accountability. Scarecrow Press.

| Activity - Daily Walkthroughs  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Principal will conduct walk through and review lesson plans. Teacher will receive poster observation feedback. The observation instrument will be based on the PGES framework. | Academic Support Program | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Administration    |

| Activity - Professional Learning Opportunities  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|-----------------------|------------|------------|-------------------------|---------------------|
| Teachers will have opportunities to participate in school, district, state, and national professional learning opportunities that will enhance student engagement and learning. | Professional Learning | 08/17/2015 | 05/31/2016 | \$4000 - Title I Part A | Principal, Teachers |

| Activity - PLC Data Analysis   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Grade levels will meet to analysis both summative and formative assessment data with administrative staff in an effort to target instructional goals and resources to best meet the needs of all students. | Professional Learning | 08/17/2015 | 05/31/2016 | \$0 - No Funding Required | Principal, Teachers, and Rtl staff |

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

N/A (this question does not apply)

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

N/A (this question does not apply)



# Comprehensive School Improvement Plan

Crabbe Elementary School

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

## Goal 1:

Demonstrate proficiency in all required program review areas by the end of the 2016-2017 school year.

## Measurable Objective 1:

collaborate to increase program review (Arts and Humanities, Practical Living/Career Studies, and Writing) rubric scores to an overall score of 8 in each area. by 05/31/2017 as measured by an increased percentage of proficient and distinguished programs.

## Strategy1:

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.

Category: Continuous Improvement

Research Cited: State Program Review Rubrics

| 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 | 05/18/2015 | \$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 | 05/18/2015 | \$0 - No Funding Required | Principal, counselor, and teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Classroom 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 | 05/18/2015 | \$0 - No Funding Required | Principal and staff |

# Comprehensive School Improvement Plan

Crabbe Elementary School

| Activity - Artist in Residence  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                         |
|---|--------------------|------------|------------|-------------------------|---|
| An artist in residence will teach all students about dance throughout time. | Parent Involvement | 03/11/2013 | 04/27/2015 | \$2000 - Other          | Principal and staff, Paramount Art Center |

## Strategy2:

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

Category: Continuous Improvement

Research Cited: Program Review Rubrics

| 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 | 05/18/2015 | \$300 - Title I Schoolwide | Arts & Humanities teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

| Activity - Rubrics (Writing)  | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|-----------------------|------------|------------|---------------------------|--------------------|
| During PLCs and common planning, staff will develop student-friendly writing rubrics for required writing pieces. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Classroom teachers |

## Strategy3:

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

Category:

Research Cited:

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

## Comprehensive School Improvement Plan

Crabbe Elementary School

| 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 | 05/18/2015 | \$0 - No Funding Required | Arts & Humanities teachers |

### Strategy4:

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

Category: Continuous Improvement

Research Cited: Professional development related to Program Review Components

| 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 | 05/18/2015 | \$2000 - Title I Schoolwide | Principal and staff |

| Activity - Coordinated School Health Committee   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------|------------|------------|---------------------------|---|
| A Coordinated School Health Committee is established. The committee will meet at least three times annually. | Policy and Process | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Principal, select teachers, school nurse, mental health counselor, parent |

### Strategy5:

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

Category: Professional Learning & Support

Research Cited: Common Core Standards, etc.

| Activity - Health/ Wellness Policy Development   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| The Coordinated School Health Committee will work together to develop a comprehensive school Wellness Policy for grades K-6. | Professional Learning | 08/14/2013 | 05/18/2015 | \$0 - No Funding Required | Principal, nurse, teachers, parent |

# Executive Summary

DRAFT

## **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.

DRAFT

## **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-5 school. It serves approximately 286 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.

### Demographic Information:

-Students: The student population served by Crabbe Elementary School is diverse. Approximately 96% of the students qualify for a free/reduced lunch. 51 of the 286 students claim an ethnicity other than white. There are currently 76 students who are considered homeless. Approximately 80% of the students utilize the school bus for transportation to and from school.

-Staff: There are 23 certified staff members and 25 classified staff members. The average years of service by the certified staff are 16 years.

-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:

Due to the change in school zone changes that took effect this year, Crabbe Elementary has seen a change in the school population. Our free and reduced lunch population, along with our ESL and homelessness population percentages have not been effected by the change in population.

## **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.

DRAFT

## **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 2014-15 school year, the staff revised the RTI/KSI Instructional Framework for reading, math, and behavior. Students have the opportunity to participate in three levels of intervention as needed in reading, behavior, and math.
2. Student Technology Leadership Project - The STLP team advanced to state competition in the last three years.
3. United Way bornlearning Academy - Our school received 1 of 10 state-wide grants in 2012-13. This program has continued since then and has been a help to our our community and our school received additional funding to continue the program through United Way. This program focuses on building the capacity within a family to help their children develop kindergarten readiness skills.

DRAFT



## **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.

DRAFT