



# **Comprehensive School Improvement Plan**

**Roy G. Eversole Elementary School**  
**Hazard Independent**

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## Introduction

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

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

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

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

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

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

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

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

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

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

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

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

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

**Equitable Access to Effective Educators - School**

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

**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.**

The school data provides many insights that our school needs to become better aware of the information. For instance, the percentage of students with disabilities is nearly 20%. Also, nearly 20% of our teaching staff has 3 years or less of teaching experience, and our principal is in his second year. In addition, we have three of these teachers in their KTIP year or emergency certified.

**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.**

A barrier based on our trends is high teacher turnover/new teachers to the school. Over the years the faculty at Roy G. Eversole Elementary had become very experienced in years. During the past 5 years, many of the faculty has retired or taken new teaching positions both within the district and out. The shortage of highly qualified teachers in our region has led to us hiring emergency certified individuals.

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.		EquityGoals16-17



# Comprehensive School Improvement Plan

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

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

OR

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

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

## Goal 1:

Increase the percentage of effective teachers from % in 2015 to % in 2020

## Measurable Objective 1:

demonstrate a proficiency in teaching based on the characteristics of the Framework for Highly Effective Teaching by 05/11/2016 as measured by Kentucky Framework for Teaching.

## Strategy1:

Human Capital Management and Development - Participation in networks and analysis of plans and data

Category: Professional Learning & Support

Research Cited: Danielson's Framework for Effective Teaching

Activity - ISLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in ISLN	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Central Office, Teacher Leaders

Activity - KDE PGES and ISLN Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

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Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school level analysis of implementation monitoring plan results and PGES data for the purpose of: <ul style="list-style-type: none"> <li>Identifying professional learning needs</li> <li>Evaluating fiscal and human resource needs</li> <li>Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders</li> </ul>	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal

## Strategy2:

Collection and Use of Data: TELL KY Survey - Data will be collected to set goals and implement PGES

Category: Continuous Improvement

Research Cited: Danielson Framework for Effective Teaching

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Student Growth Goals based on student need: <ul style="list-style-type: none"> <li>Teacher and administrator meet to discuss the teacher-developed student growth goals</li> </ul>	Professional Learning Policy and Process	08/11/2016	05/18/2017	\$0 - No Funding Required	Principals, teachers

Activity - Implementation of PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Professional Growth and Effectiveness System	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Principal, teachers

Activity - PGES Implementation Monitoring Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline	Policy and Process	08/11/2016	05/18/2017	\$0 - No Funding Required	Principals, Teachers

## Strategy3:

Professional Learning and Support - Implement a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs

Category: Professional Learning & Support

Research Cited: Charlotte Danielson's Framework for Effective Teaching

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, after having completed training, will serve as a peer observer for other faculty members.	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Principal, teachers

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Activity - Observation Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal

Activity - Kentucky Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs around the following: <ul style="list-style-type: none"> <li>• Kentucky Framework for Teaching</li> <li>• Observation Certification</li> <li>• Self-Reflection</li> <li>• Student Growth Goal Development</li> <li>• Professional Growth Goal Setting based on self-reflection and student need</li> <li>• Student Voice</li> <li>• Effective feedback</li> </ul>	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Professional Learning on TPGES and peer observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on the Educator Development Suite	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

#### Strategy4:

Professional Growth and Effectiveness System - Teachers have been trained to use TPGES framework to plan instruction and will be assessed by principal.

Category: Professional Learning & Support

Research Cited: PGES

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Activity - Establish a District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Establish a District Leadership Team to develop an implementation plan for TPGES for the 2016-2017 statewide implementation</p> <ul style="list-style-type: none"> <li>• Ensure all leadership is knowledgeable of TPGES components and expectations</li> <li>• Review principal responsibilities within context of TPGES components and expectations</li> <li>• Identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc.</li> <li>• Review Peer Observer responsibilities with context of PGES framework and expectations</li> <li>• Review and recommend human capital and fiscal resources allocations to support teacher effectiveness</li> <li>• Review policy and recommend modifications to procedures currently related to teacher effectiveness</li> </ul>	Policy and Process	08/11/2016	05/18/2017	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

# **Phase I - The Missing Piece**

## **Introduction**

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

## **Stakeholders**

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

James Hughes, Principal

Felicia Johnson, Guidance Counselor

Makeshia Harvey, Parent

Sandra Olinger, Family Resource Director

**Relationship Building**

Overall Rating: 3.14

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.57

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

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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	<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

## Decision Making

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

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

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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

**Advocacy**

Overall Rating: 3.33

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.5

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

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

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

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

**Community Partnerships**

Overall Rating: 3.0

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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**

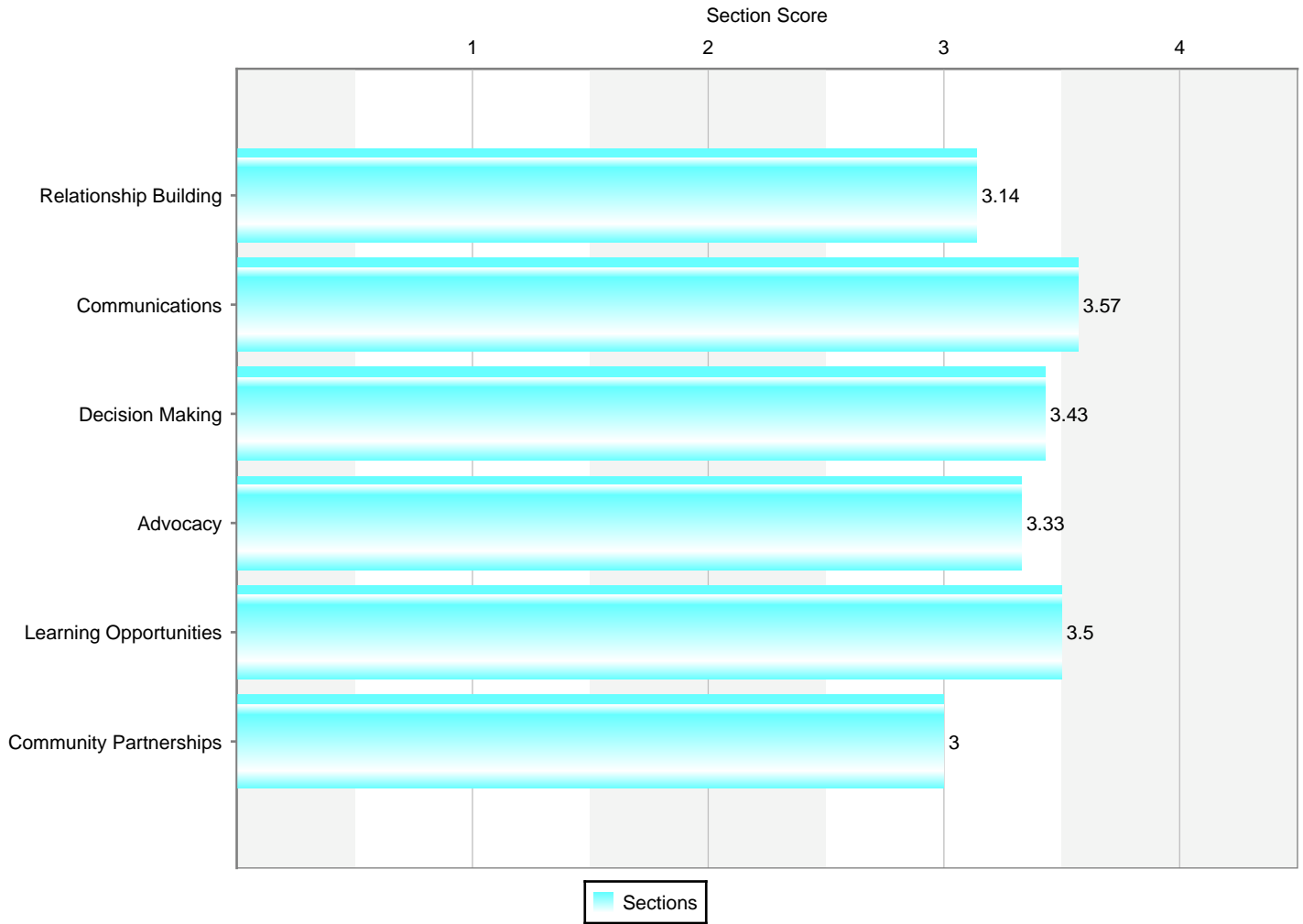
**Reflect upon your responses to each of the Missing Piece objectives.**

Our areas of strength are communications, decision making and advocacy. Our areas in need of improvement are relationship building, learning opportunities, and community partnerships. Actions we are implementing to sustain communication are school monthly newsletter, teacher blogs and the use of social media and email for communication. Actions we are taking to sustain decision making are continued training for all stakeholders and providing more personal learning committee opportunities. Advocacy for all students will continue through two way communication. To improve our areas of need we will schedule surveys, provide more learning opportunities for stakeholders and seek more input from the community to form partnerships.



## Report Summary

### Scores By Section



# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Parents and community members were asked for any areas of concerns or strengths during PTO and SBDM council meetings, as well as a parent representative on the "The Missing Piece" Diagnostic. Faculty members were placed on teams to evaluate various areas of our school including professional learning, student achievement, and information and analysis. They then decided where the school could take next steps toward improvement, and these ideas were added into the CSIP. After the first draft of the goals, strategies and activities were completed, a copy of the CSIP in progress was emailed to all faculty and staff for their input and any changes that they would like to see made. The plan was taken to the site-based council for their review, and parent members were given the opportunity to ask questions and make suggestions for additions to the plan.

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

All certified staff and administrators were represented on CSIP teams. The team responsibilities were to provide next steps for school improvement, as well as address strategies and activities for student growth to reach proficiency. Parent members of the SBDM were asked to review the CSIP and provide changes that they would like to see put into the school's plan.

**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 Comprehensive School Improvement Plan was reviewed and approved by SBDM in a monthly meeting. Newsletters were sent home inviting parents to be present and make suggestions of change. Principal sent the finalized plan to all staff by e-mail. The plan will also be made available on the school's webpage. All stakeholders will revisit the plan in the spring for progress monitoring.

# **Phase I - Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

**What does the data/information not tell you?**

The questions we are trying to answer are the following: What percent of our students are not proficient in reading and math? How did our gap students perform in comparison to all students? Did our students show significant growth in reading and math? How can we address novice reduction?

Our data tells us that we have several strengths as well as challenges. One of our strengths include an an increase in the number of students meeting reading and math proficiency. Our challenges include an increase in the number of novice students in both reading and math, as well as fewer students scoring distinguished in math. The data tells us that we need to target the growth of all students in 3rd and 4th grade math. It also indicates that we need to continue implementing and refining our strategies for novice and gap reduction.

The data does not tell us what strategies are working. It also does not tell us what sub-groups in each content area are strengths and weaknesses.

## **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 reading and math proficiency scores increased, and this is a cause for celebration. We have progressively shown a reduction in the number of disability with IEP students scoring novice from approximately 70% to 23% over the last several years, however the number of overall students scoring novice increased this year. This is a remarkable accomplishment that is due to instructional strategies and faculty involvement. We plan to continue these strategies, as well as implement some of these concepts with all of our students to initiate gains in all areas.

According to TELL survey results, 100% of the staff agree that the community supports and is involved in school, that the school environment is safe, that teachers are recognized as instructional leaders in the school, and that teachers have input in the selection of PD opportunities that is aligned with the school improvement plan. The survey also shows that 96% of teachers indicate that Roy G Eversole School is a good place to work and learn. There was 100% participation in this survey.



## **Opportunities for Improvement**

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

One area is dealing with novice reduction. We are developing a protocol to early identify students that are at risk of scoring novice and implementing intervention plans. We have established vertical PLCs that are meeting monthly to develop a comprehensive document that will allow us to better serve our students and meet their individual needs. A second area for improvement is in our growth. We are being more focused in our grade level PLCs to discuss and implement instructional strategies that will allow for more research-based, detailed instruction in our classrooms. We are also targeting our assessment procedures. We have looked at our interim benchmark assessments as to the validity of the student scores, decided to change the format and timeline in which we assess, and have started an incentive program to recognize students that meet a particular goal.

Analysis of the Tell Survey results reveal that orientation and support for new teachers need to be improved, as well as professional development in novice reduction strategies.

## **Conclusion**

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

We will continue the programs and strategies we have in place in reading and math. We will seek out new programs that will aide in reducing the number of novice students and increase our number of proficient students.

Our faculty is looking at continuous improvements throughout the year and using data to drive our needs assessment for student growth. We are working to develop a plan that will allow us to determine our strengths and needs periodically throughout the year in various areas and develop action plans with measureable goals, a method of evaluation, and a timeline for completion.

# **Comprehensive School Improvement Plan 2016- 17**

## **Overview**

### **Plan Name**

Comprehensive School Improvement Plan 2016-17

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 67.0% in 2018-19.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$8000
2	Increase the averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.	Objectives: 1 Strategies: 7 Activities: 44	Organizational	\$99400
3	Increase the percentage of effective teachers from % in 2015 to % in 2020	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$0
4	Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$0
5	Increase kindergarten readiness for preschool students from 42.9% to 73.4% by 2019.	Objectives: 1 Strategies: 2 Activities: 8	Organizational	\$3000
6	Roy G. Eversole Elementary will reduce the total number of students scoring Novice by 50% by the 2019-2020 school year.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$0

## **Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 67.0%in 2018-19.**

**Measurable Objective 1:**

collaborate to increase the overall reading and math proficiency ratings for all students in the non-duplicated gap group at Roy G. Eversole Elementary 7.1 by 05/18/2017 as measured by K-PREP.

**Strategy 1:**

Best Practices for closing gaps - Teachers will complete professional development on best practices for instruction.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Teacher Training on Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training on Best Practices (I.E. reading strategies, differentiated instruction and formative assessments)	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, PLCs, KTIP resource teachers and KTIP teachers

Activity - Weekly Implementation of Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly progress monitoring utilized to ensure every tier 3 student achieves individual success in reading and math. Tier 1 and tier 2 students will be monitored monthly.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, classroom teachers, PLCs

**Strategy 2:**

Curriculum Assessment & Alignment - Principal will identify and establish a curriculum design team (CDT).

Category:

Activity - Curriculum Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a Curriculum Design Team (CDT) that will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with KCAS.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, CDT members

Activity - Feedback from staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

CDT will share updated/revised curriculum quarterly with teachers to gather feedback and input. Staff will share feedback with CDT. Revisions will be made by team, if needed, and new curriculum will be disseminated to all teachers.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	CDT, teachers, principal
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Activity - Monitor Implementation of new curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure teachers implement the curriculum using best practices for instruction and assessment and monitor implementation throughout the year.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, CDT members

### Strategy 3:

Proficiency Initiative - Staff will provide additional instruction in reading and math outside of school day.

Category: Integrated Methods for Learning

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS is being provided two days a week to provide gap students with additional instruction in reading and math.	Academic Support Program	08/06/2015	05/11/2016	\$7000	District Funding	Principal, teachers

Activity - Family Fun Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activities are planned in reading and math. Teachers provide parents with strategies and resources to be used at home while working with their children.	Parent Involvement	08/06/2015	05/11/2016	\$1000	Title I Part A	Principal, teachers

### Strategy 4:

At-Risk Student Programs - At-risk students will be identified and given additional resources to aide in reaching proficiency.

Category: Integrated Methods for Learning

Research Cited: Kentucky Initiative

Activity - Identification of At-Risk Population	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate data (BRIGANCE, K-PREP Gap Scores, Discovery Education scores, Infinite Campus, teacher referral) and determine at-risk students.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, guidance counselor, teachers

Activity - Identify At-Risk Students Needs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Student/parent interviews, as well as observation and teacher referrals, will be used to determine specific needs for individual students.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, guidance counselor, teachers, FRYSC, nurse
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Activity - Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resources will be provided to meet student's needs. If those resources are not available at school, referrals to community partners will be provided.	Community Engagement	08/06/2015	05/11/2016	\$0	Other	Principal, FRYSC, Lion's Club, New Hope Church, Coal for Kids, Children's Inc., Blessings in a Backpack, Phi Beta Kappa, Individuals Supporting Bulldog Education (ISBE), Community Ministries, etc.

Activity - Assign Advocates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Form a committee to be in charge of assigning advocates to students. Assign students to advocates and inform of student needs. Advocates will meet with students and use available school and community resources to remove barriers to the child's education.	Community Engagement	08/06/2015	05/11/2016	\$0	Other	School staff/advocate d, FRYSC, Community Partners, Principal

## Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.

### Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores at Roy G. Eversole Elementary 9.7% by 05/18/2017 as measured by K-PREP.



# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

## Strategy 1:

RTI/KSI - All third and fourth grade teachers will be trained, deploy and be monitored for fidelity

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Response to Intervention (Rtl) Team will disaggregate academic and behavioral data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention (Rtl) Team will disaggregate academic and behavioral data	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, one teacher per grade level, special education teachers

Activity - Monitor Tier 1,2,3 students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze assessment data (i.e. Discovery Education, K-Prep) to develop plans to address gaps in instructional planning and address student needs based on standards. Meet with grade level, content level departments or PLC"s to develop plans to address gaps in instructional planning or learner needs based on standards..	Academic Support Program	08/06/2015	05/11/2016	\$4200	District Funding	Principal, Technology Resource Teacher, classroom teachers

Activity - Resource Inventory	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review school intervention resources that are available	Academic Support Program	08/06/2015	05/11/2016	\$2000	General Fund	Principal, classroom teachers

Activity - Tier 2 and 3 Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for Tier 2 and Tier 3 intervention services.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Rtl Team

## Strategy 2:

School Readiness - Identify early childhood providers (e.g. preschool, Head Start, child care, Montessori, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Activity - Transition Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Gather any transition data from EC providers to become acquainted with the incoming K learners.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	District Preschool Coordinator, principal, guidance counselor, preschool teacher
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Activity - Parent Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate school readiness definition to EC community and parents of incoming K students	Parent Involvement	08/06/2015	05/11/2016	\$0	No Funding Required	District Preschool Coordinator, guidance counselor, principal, preschool teacher

Activity - Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC community members	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	District Preschool Coordinator, principal, guidance counselor, preschool teacher

Activity - Statewide screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE)	Academic Support Program	08/06/2015	05/11/2016	\$0	District Funding	Guidance counselor, principal

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	District Preschool Coordinator, preschool teacher, guidance counselor, principal

## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Learning Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Preschool teacher, guidance counselor, principal

Activity - Strategic Planning for Student Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teacher leaders, preschool teacher

Activity - Borne Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Parent Involvement	08/06/2015	05/11/2016	\$5000	Grant Funds	Principal, Teacher Leader, FRYSC Coordinator, Preschool Coordinator

### Strategy 3:

CIITS - Determine school wide level of access and teacher use of CIITS

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all work email addresses for teachers and leaders are entered into Infinite Campus (IC) and all required custom roles are setup in IC consistently for the district	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, guidance counselor

Activity - Teacher Training on CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	District staff, principal

Activity - Monitor Usage of CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Use CIITS for creation and sharing of instructional resources, and analysis of data and reporting. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers
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### Strategy 4:

Math Initiative - Curriculum team will analyze school wide and student level math data

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Analyze Assessment Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School teams will analyze Discovery Education assessments, Brigance and K-PREP data to target gaps in instructional plans and inform improvements.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	PLC members, principal

Activity - KCAS Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support, align funding and monitor implementation of KCAS through development and implementation of math policies and math plans in CSIP. Focus on key implementation of KCAS for math and standards for mathematical practices.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers, SBDM Council

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in aligned, researched-based professional development focused on math content, practices, standards and interventions. (Resources: KVEC, Kentucky Center for Mathematics, Math Teacher Leader Networks, EERTI Math Circles, Conceptual Building Blocks, Do The Math)	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Math Interventionist /Teacher Leader, teachers

Activity - Math Formative Assessment Lessons (FAL)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Access and implement available resources such as FAL lessons in CIITS and other online resources in iTunesU and iCurio.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers

Activity - Instructional Planning Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams meet to determine instructional improvements based on student evidence/data and make planning adjustments, if needed.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	PLC team members, principal

## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor curriculum adjustments and improvements	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers
Activity - Math Curriculum Map	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop an updated math curriculum map, including vertical alignment of the math curriculum.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers
Activity - Student Mentoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upper elementary students will mentor lower elementary students	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers
Activity - IXL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
IXL has been purchased for all students in second, third and fourth grades to supplement classroom instruction and evaluate the mastery of standards.	Academic Support Program	08/06/2015	05/11/2016	\$2700	District Funding	Principal, teachers
Activity - Do the Math--Math Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Target and support students in grades 1-3 that need additional interventions and strategies to progress to grade level in mathematics in both small group and individual sessions.	Academic Support Program	08/06/2015	05/11/2016	\$41000	Grant Funds	Principal, math interventionist , math classroom teachers

### Strategy 5:

Literacy Initiative - Access and disseminate resources to support literacy planning in our school

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Literacy/Writing Plan Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Use the Program Review process and other committee evidence to determine if the school literacy/writing plans should be revised or updated.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, program review committees, literacy committee, SBDM members
<b>Activity - Analyze Implementation Processes</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>
School teams meet to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, committee members
<b>Activity - Literacy Professional Development</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 participate in research-based literacy professional development and share professional knowledge with staff through PLC's and faculty meetings.	Professional Learning	08/06/2015	05/11/2016	\$2000	General Fund	Principal, Literacy Teacher Leader, KVEC, Edivation
<b>Activity - Monitor Professional Development</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>
Monitor the implementation of professional development and learning.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal
<b>Activity - Analyze Student Learning</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 meet to analyze student evidence and learning, determine if improvements need to be made to instruction/planning and make adjustments, if needed.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Teachers, curriculum teams, PLC members, principal
<b>Activity - Reading Recovery</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>
Reading Recovery is offered to 8 students daily for one-on-one instruction. In addition, the Reading Recovery interventionist teaches 2 CIM groups of up to 8 students.	Academic Support Program	08/06/2015	05/11/2016	\$42000	Grant Funds	Principal, Reading Recovery Teacher
<b>Activity - IXL and Headsprout</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>

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Students will access IXL and Headsprout as individualized, differentiated instruction to develop content mastery.	Academic Support Program	08/06/2015	05/11/2016	\$500	Title I Part A	Principal, Teachers
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## Strategy 6:

Curriculum Assessment & Alignment - Identify and establish curriculum design team

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Analyze curriculum to identify gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze curriculum to identify gaps. Identify findings from testing gaps.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, classroom teachers, team members, SBDM Council

Activity - Curriculum Adjustments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Make necessary adjustments to curriculum based on gaps	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, team members, classroom teachers, SBDM Council

Activity - Utilize instructional resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize instructional resources aligned to KCAS. Create new curriculum map.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, team members, classroom teachers, SBDM Council

Activity - Feedback and input	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Disseminate updated/revised curriculum to teachers to gather feedback and input	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, team members, classroom teachers, SBDM Council
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Activity - Curriculum implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Direct Instruction	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, classroom teachers

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation throughout the year	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, team members, SBDM Council

### Strategy 7:

Program Review - Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the external review process. Professional development in arts/humanities, PL/CS, writing, K-3 and foreign language will be provided and linked to the Professional Development Action Plan. All areas will be revisited throughout the year to assess the implementation and fidelity and to make changes.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, supervisor, PR school contact person

Activity - Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the discipline contribute. Form committees to identify, collect and store evidence for each area of the review.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers, committee members



## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Engagement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Parents, community partners, committee members
Activity - Review Evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review team members meet 3 times a year to identify appropriate evidence and calibrate for ratings.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Committee members
Activity - ASSIST	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	PR Contact Person, Principal
Activity - Identify and Analyze Gaps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, committee members, SBDM Council

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

#### Measurable Objective 1:

demonstrate a proficiency in teaching based on the characteristics of the Framework for Highly Effective Teaching by 05/11/2016 as measured by Kentucky Framework for Teaching.

#### Strategy 1:

Professional Growth and Effectiveness System - Teachers have been trained to use TPGES framework to plan instruction and will be assessed by principal.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Establish a District Leadership Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

<p>Establish a District Leadership Team to develop an implementation plan for TPGES for the 2015-2016 statewide implementation</p> <ul style="list-style-type: none"> <li>• Ensure all leadership is knowledgeable of TPGES components and expectations</li> <li>• Review principal responsibilities within context of TPGES components and expectations</li> <li>• Identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc.</li> <li>• Review Peer Observer responsibilities with context of PGES framework and expectations</li> <li>• Review and recommend human capital and fiscal resources allocations to support teacher effectiveness</li> <li>• Review policy and recommend modifications to procedures currently related to teacher effectiveness</li> </ul>	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principal, Teachers
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### Strategy 2:

Professional Learning and Support - Implement a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs

Category: Professional Learning & Support

Research Cited: Charlotte Danielson's Framework for Effective Teaching

Activity - Kentucky Framework for Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Develop a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs around the following:</p> <ul style="list-style-type: none"> <li>• Kentucky Framework for Teaching</li> <li>• Observation Certification</li> <li>• Self-Reflection</li> <li>• Student Growth Goal Development</li> <li>• Professional Growth Goal Setting based on self-reflection and student need</li> <li>• Student Voice</li> <li>• Effective feedback</li> </ul>	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principals, Teachers
Activity - Professional Learning on TPGES and peer observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Completion of TPGES Lync sessions for all teachers &amp; KET peer observation module for teachers serving as peer observers</p>	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principal, Teachers
Activity - Observation Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principal
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Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on the Educator Development Suite	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, after having completed training, will serve as a peer observer for other faculty members.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers

### Strategy 3:

Collection and Use of Data: TELL KY Survey - Data will be collected to set goals and implement PGES

Category: Continuous Improvement

Research Cited: Danielson Framework for Effective Teaching

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development of Student Growth Goals based on student need: • Teacher and administrator meet to discuss the teacher-developed student growth goals	Professional Learning, Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principals, teachers

Activity - PGES Implementation Monitoring Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principals, Teachers

Activity - Implementation of PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of Professional Growth and Effectiveness System	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers

### Strategy 4:

Human Capital Management and Development - Participation in networks and analysis of plans and data

Category: Professional Learning & Support

Research Cited: Danielson's Framework for Effective Teaching

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Activity - ISLN	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in ISLN	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Central Office, Teacher Leaders

Activity - KDE PGES and ISLN Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and school level analysis of implementation monitoring plan results and PGES data for the purpose of: <ul style="list-style-type: none"> <li>• Identifying professional learning needs</li> <li>• Evaluating fiscal and human resource needs</li> <li>• Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders</li> </ul>	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Superintendent, Central Office Staff, Principal

## **Goal 4: Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.**

**Measurable Objective 1:**

collaborate to Ensure that the Program Review Process is completed in an ongoing and timely manner by 05/11/2016 as measured by Assessment Results.

**Strategy 1:**

Monitor curriculum adjustments and improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence.

Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Continuous Improvement

Research Cited: Assessment Results

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal and Staff
<b>Activity - Expectations and Procedures</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>
Inform staff of the expectations and procedures as defined by the district of the district external review process.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal and District Office Staff
<b>Activity - Rubrics</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>
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal and Staff
<b>Activity - Review Program Review Ratings</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>
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal and Staff
<b>Activity - Formation of Program Review teams</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>
Form program review teams to focus on ongoing collection of evidence and review of rubrics to ensure proficiency in all areas.	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, teachers

## Goal 5: Increase kindergarten readiness for preschool students from 42.9% to 73.4% by 2019.

### Measurable Objective 1:

collaborate to increase kindergarten readiness from 42.9% to 57.4% by 05/11/2016 as measured by Brigance Kindergarten Screener.

### Strategy 1:

School Readiness - Multiple programs and resources will be used to increase incoming Roy G. Eversole preschoolers Brigance scores.

Category: Early Learning

Research Cited: Brigance assessment results, Rtl/KSI

<b>Activity - Big Speech</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>
Big Speech provides visual phonics focused on one letter and sound per week. It includes visual, auditory and kinesthetic cues.	Direct Instruction	08/06/2015	05/11/2016	\$0	No Funding Required	Speech Pathologist

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Activity - Born Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Born Learning is a program that involves parents by training them on how to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Academic Support Program	08/06/2015	05/11/2016	\$3000	Grant Funds	Principal, Kindergarten teacher, Preschool teacher, support staff

Activity - Kindercamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KIndercamp offers a learning environment as well as fun play activities for kindergarten readiness. Students learn early literacy skills and expand vocabulary and language skills.	Academic Support Program	07/27/2015	08/05/2015	\$0	No Funding Required	Principal, kindergarten students

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool students transition to kindergarten classrooms. This helps students develop early literacy skills for kindergarten readiness. Activities include work station, hands-on and Smartboard interactive activities.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, kindergarten teachers, preschool teacher, instructional aides

Activity - Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool teacher and instructional aides do 2 home visits per year to discuss progress with parents.	Parent Involvement	08/06/2015	05/11/2016	\$0	No Funding Required	Preschool teacher, instructional assistants

### Strategy 2:

Collaboration with Stakeholders - Collaboration with community stakeholders focused on kindergarten readiness

Category: Stakeholder Engagement

Activity - Collaboration with Headstart, childcare and montessori	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School speech pathologist and preschool instructional assistants are service providers once a week. They share activities for kindergarten readiness, newsletters and flyers.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Preschool coordinator, principal, speech pathologist, instructional assistants

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Activity - First Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
First Steps is required to provide early intervention services through the district.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Preschool Coordinator, preschool teacher

Activity - Teacher Participation in Networks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool Coordinator, preschool teacher and FRYSC Coordinator participate in PLC's, ELLN's, and the Community Early Childhood Council.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Preschool Coordinator, preschool teacher, FRYSC Coordinator

## Goal 6: Roy G. Eversole Elementary will reduce the total number of students scoring Novice by 50% by the 2019-2020 school year.

### Measurable Objective 1:

10% of Third and Fourth grade students will collaborate to to reduce the total number of students scoring novice (22) by 2 students per year for a total of 10 over 5 years in Reading by 05/11/2016 as measured by K-PREP.

### (shared) Strategy 1:

Plan Development - Teachers and administrators will develop a plan to address novice reduction.

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training, KDE website information

Activity - Data Reivew	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student data to identify trends in the data	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Data Team, Teachers

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will identify 3 "Big Rocks" that the school will focus on to decrease our number of Novice students.	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Leadership Team

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Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are being implemented.	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Leadership Team, SBDM

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 data plan will be monitored at each interval to evaluate the effectiveness, analyze the data, and check for implementation.	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Teachers, SBDM

### (shared) Strategy 2:

Intervention Methods - All teachers will receive training in differentiated instructional methods, as well as other intervention strategies.

Category: Professional Learning & Support

Research Cited: Rtl, ASCD materials, Kentucky System of Interventions

Activity - Special Education Teacher/Facilitators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special education teachers will train all teachers in differentiated instruction and other intervention strategies.	Professional Learning	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Special Education Teachers

Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Teachers

Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Rtl to support student individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria.	Behavioral Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Leadership Team, Teachers

### Measurable Objective 2:

10% of Third and Fourth grade students will collaborate to reduce the total number of students scoring Novice (19) by 2 students per year for a total of 10 over 5 years in Mathematics by 05/11/2016 as measured by K-PREP.



## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

### (shared) Strategy 1:

Plan Development - Teachers and administrators will develop a plan to address novice reduction.

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training, KDE website information

Activity - Data Reivew	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review student data to identify trends in the data	Policy and Process	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Data Team, Teachers
Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will identify 3 "Big Rocks" that the school will focus on to decrease our number of Novice students.	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Leadership Team
Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are being implemented.	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Leadership Team, SBDM
Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 30-60-90 data plan will be monitored at each interval to evaluate the effectiveness, analyze the data, and check for implementation.	Policy and Process	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Teachers, SBDM

### (shared) Strategy 2:

Intervention Methods - All teachers will receive training in differentiated instructional methods, as well as other intervention strategies.

Category: Professional Learning & Support

Research Cited: Rtl, ASCD materials, Kentucky System of Interventions

Activity - Special Education Teacher/Facilitators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The special education teachers will train all teachers in differentiated instruction and other intervention strategies.	Professional Learning	12/01/2015	05/11/2016	\$0	No Funding Required	Principal, Special Education Teachers
Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Teachers
<b>Activity - Rtl--Assessment and Evaluation</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 utilize Rtl to support student individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Teachers
<b>Activity - Behavior Support Continuum</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>
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria.	Behavioral Support Program	08/06/2015	05/11/2016	\$0	No Funding Required	Principal, Leadership Team, Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IXL and Headsprout	Students will access IXL and Headsprout as individualized, differentiated instruction to develop content mastery.	Academic Support Program	08/06/2015	05/11/2016	\$500	Principal, Teachers
Family Fun Nights	Activities are planned in reading and math. Teachers provide parents with strategies and resources to be used at home while working with their children.	Parent Involvement	08/06/2015	05/11/2016	\$1000	Principal, teachers
<b>Total</b>					\$1500	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Tier 1,2,3 students	Analyze assessment data (i.e. Discovery Education, K-Prep) to develop plans to address gaps in instructional planning and address student needs based on standards. Meet with grade level, content level departments or PLC's to develop plans to address gaps in instructional planning or learner needs based on standards..	Academic Support Program	08/06/2015	05/11/2016	\$4200	Principal, Technology Resource Teacher, classroom teachers
Statewide screener	Assess all kindergartners at school entry with the common statewide screener (BRIGANCE)	Academic Support Program	08/06/2015	05/11/2016	\$0	Guidance counselor, principal
Extended School Services (ESS)	ESS is being provided two days a week to provide gap students with additional instruction in reading and math.	Academic Support Program	08/06/2015	05/11/2016	\$7000	Principal, teachers
IXL	IXL has been purchased for all students in second, third and fourth grades to supplement classroom instruction and evaluate the mastery of standards.	Academic Support Program	08/06/2015	05/11/2016	\$2700	Principal, teachers
<b>Total</b>					\$13900	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Big Speech	Big Speech provides visual phonics focused on one letter and sound per week. It includes visual, auditory and kinesthetic cues.	Direct Instruction	08/06/2015	05/11/2016	\$0	Speech Pathologist
Professional Learning on TPGES and peer observation	Completion of TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principal, Teachers
Analyze Implementation Processes	School teams meet to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, committee members
Academic Support Continuum	All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, Teachers
Infinite Campus	Ensure that all work email addresses for teachers and leaders are entered into Infinite Campus (IC) and all required custom roles are setup in IC consistently for the district	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, guidance counselor
Monitoring	Monitor curriculum adjustments and improvements	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, teachers
Create a 30-60-90 Plan	Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are being implemented.	Policy and Process	12/01/2015	05/11/2016	\$0	Principal, Leadership Team, SBDM
Identify "Big Rocks"	Administration will identify 3 "Big Rocks" that the school will focus on to decrease our number of Novice students.	Policy and Process	12/01/2015	05/11/2016	\$0	Principal, Leadership Team
Behavior Support Continuum	Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria.	Behavioral Support Program	08/06/2015	05/11/2016	\$0	Principal, Leadership Team, Teachers
Preschool Transition	Preschool students transition to kindergarten classrooms. This helps students develop early literacy skills for kindergarten readiness. Activities include work station, hands-on and Smartboard interactive activities.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, kindergarten teachers, preschool teacher, instructional aides
Literacy/Writing Plan Revision	Use the Program Review process and other committee evidence to determine if the school literacy/writing plans should be revised or updated.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, program review committees, literacy committee, SBDM members

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Utilize instructional resources	Utilize instructional resources aligned to KCAS. Create new curriculum map.	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, team members, classroom teachers, SBDM Council
Monitoring	The 30-60-90 data plan will be monitored at each interval to evaluate the effectiveness, analyze the data, and check for implementation.	Policy and Process	12/01/2015	05/11/2016	\$0	Principal, Teachers, SBDM
Student Growth Goals	Development of Student Growth Goals based on student need: • Teacher and administrator meet to discuss the teacher-developed student growth goals	Professional Learning, Policy and Process	08/06/2015	05/11/2016	\$0	Principals, teachers
KDE PGES and ISLN Webcasts	Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principals, Teachers
Weekly Implementation of Progress Monitoring	Weekly progress monitoring utilized to ensure every tier 3 student achieves individual success in reading and math. Tier 1 and tier 2 students will be monitored monthly.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, classroom teachers, PLCs
ASSIST	Submit PR ratings and information into ASSIST for district and state review	Policy and Process	12/01/2015	05/11/2016	\$0	PR Contact Person, Principal
Formation of Program Review teams	Form program review teams to focus on ongoing collection of evidence and review of rubrics to ensure proficiency in all areas.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, teachers
Observation Certification	Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers	Professional Learning	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principal
Data Analysis	Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning	08/06/2015	05/11/2016	\$0	District Preschool Coordinator, preschool teacher, guidance counselor, principal
Feedback from staff	CDT will share updated/revised curriculum quarterly with teachers to gather feedback and input. Staff will share feedback with CDT. Revisions will be made by team, if needed, and new curriculum will be disseminated to all teachers.	Policy and Process	08/06/2015	05/11/2016	\$0	CDT, teachers, principal
Review Evidence	Program review team members meet 3 times a year to identify appropriate evidence and calibrate for ratings.	Professional Learning	08/06/2015	05/11/2016	\$0	Committee members

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Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district of the district external review process.	Professional Learning	08/06/2015	05/11/2016	\$0	Principal and District Office Staff
Instructional Planning Adjustments	PLC teams meet to determine instructional improvements based on student evidence/data and make planning adjustments, if needed.	Professional Learning	08/06/2015	05/11/2016	\$0	PLC team members, principal
KCAS Implementation	Support, align funding and monitor implementation of KCAS through development and implementation of math policies and math plans in CSIP. Focus on key implementation of KCAS for math and standards for mathematical practices.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, teachers, SBDM Council
Implementation of PGES	Implementation of Professional Growth and Effectiveness System	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, teachers
Curriculum implementation	Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Direct Instruction	08/06/2015	05/11/2016	\$0	Principal, classroom teachers
Monitor Implementation	Monitor implementation throughout the year	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, team members, SBDM Council
Teacher Training on Best Practices	Provide training on Best Practices (I.E. reading strategies, differentiated instruction and formative assessments)	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, PLCs, KTIP resource teachers and KTIP teachers
Identify At-Risk Students Needs	Student/parent interviews, as well as observation and teacher referrals, will be used to determine specific needs for individual students.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, guidance counselor, teachers, FRYSC, nurse
Monitor Implementation of new curriculum	Ensure teachers implement the curriculum using best practices for instruction and assessment and monitor implementation throughout the year.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, CDT members
Feedback and input	Disseminate updated/revised curriculum to teachers to gather feedback and input	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, team members, classroom teachers, SBDM Council
Expectations and Procedures	Inform staff of the expectations and procedures as defined by the district of the external review process. Professional development in arts/humanities, PL/CS, writing, K-3 and foreign language will be provided and linked to the Professional Development Action Plan. All areas will be revisited throughout the year to assess the implementation and fidelity and to make changes.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, supervisor, PR school contact person

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Special Education Teacher/Facilitators	The special education teachers will train all teachers in differentiated instruction and other intervention strategies.	Professional Learning	12/01/2015	05/11/2016	\$0	Principal, Special Education Teachers
Establish a District Leadership Team	Establish a District Leadership Team to develop an implementation plan for TPGES for the 2015-2016 statewide implementation <ul style="list-style-type: none"> <li>• Ensure all leadership is knowledgeable of TPGES components and expectations</li> <li>• Review principal responsibilities within context of TPGES components and expectations</li> <li>• Identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc.</li> <li>• Review Peer Observer responsibilities with context of PGES framework and expectations</li> <li>• Review and recommend human capital and fiscal resources allocations to support teacher effectiveness</li> <li>• Review policy and recommend modifications to procedures currently related to teacher effectiveness</li> </ul>	Policy and Process	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principal, Teachers
Data Review	Review student data to identify trends in the data	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, Data Team, Teachers
Peer Observations	All teachers, after having completed training, will serve as a peer observer for other faculty members.	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, teachers
Review Program Review Ratings	Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal and Staff
Curriculum Analysis	Develop a Curriculum Design Team (CDT) that will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with KCAS.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, CDT members
Math Formative Assessment Lessons (FAL)	Access and implement available resources such as FAL lessons in CIITS and other online resources in iTunesU and iCurio.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, teachers
Curriculum Adjustments	Make necessary adjustments to curriculum based on gaps	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, team members, classroom teachers, SBDM Council
Analyze Student Learning	Teachers meet to analyze student evidence and learning, determine if improvements need to be made to instruction/planning and make adjustments, if needed.	Academic Support Program	08/06/2015	05/11/2016	\$0	Teachers, curriculum teams, PLC members, principal

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

ISLN	Participation in ISLN	Professional Learning	08/06/2015	05/11/2016	\$0	Central Office, Teacher Leaders
Plan	Develop a plan for disseminating results of the K screener to parents/EC community members	Policy and Process	08/06/2015	05/11/2016	\$0	District Preschool Coordinator, principal, guidance counselor, preschool teacher
Identification of At-Risk Population	Disseminate data (BRIGANCE, K-PREP Gap Scores, Discovery Education scores, Infinite Campus, teacher referral) and determine at-risk students.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, guidance counselor, teachers
Analyze Assessment Data	School teams will analyze Discovery Education assessments, Brigance and K-PREP data to target gaps in instructional plans and inform improvements.	Academic Support Program	08/06/2015	05/11/2016	\$0	PLC members, principal
Math Curriculum Map	Develop an updated math curriculum map, including vertical alignment of the math curriculum.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, teachers
Rtl--Assessment and Evaluation	Teachers will utilize Rtl to support student individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, Teachers
Learning Plan	Create learning plan or profile for next steps of instruction for K students	Academic Support Program	08/06/2015	05/11/2016	\$0	Preschool teacher, guidance counselor, principal
Tier 2 and 3 Intervention	Develop a plan for Tier 2 and Tier 3 intervention services.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, Rtl Team
Kentucky Framework for Teaching	Develop a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs around the following: <ul style="list-style-type: none"> <li>• Kentucky Framework for Teaching</li> <li>• Observation Certification</li> <li>• Self-Reflection</li> <li>• Student Growth Goal Development</li> <li>• Professional Growth Goal Setting based on self-reflection and student need</li> <li>• Student Voice</li> <li>• Effective feedback</li> </ul>	Professional Learning	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principals, Teachers
First Steps	First Steps is required to provide early intervention services through the district.	Academic Support Program	08/06/2015	05/11/2016	\$0	Preschool Coordinator, preschool teacher



# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Transition Data	Gather any transition data from EC providers to become acquainted with the incoming K learners.	Academic Support Program	08/06/2015	05/11/2016	\$0	District Preschool Coordinator, principal, guidance counselor, preschool teacher
Data Analysis	District and school level analysis of implementation monitoring plan results and PGES data for the purpose of: <ul style="list-style-type: none"> <li>Identifying professional learning needs</li> <li>Evaluating fiscal and human resource needs</li> <li>Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders</li> </ul>	Professional Learning	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principal
Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal and Staff
Parent Communication	Disseminate school readiness definition to EC community and parents of incoming K students	Parent Involvement	08/06/2015	05/11/2016	\$0	District Preschool Coordinator, guidance counselor, principal, preschool teacher
Strategic Planning for Student Learning	Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, teacher leaders, preschool teacher
Collaboration with Headstart, childcare and montessori	School speech pathologist and preschool instructional assistants are service providers once a week. They share activities for kindergarten readiness, newsletters and flyers.	Academic Support Program	08/06/2015	05/11/2016	\$0	Preschool coordinator, principal, speech pathologist, instructional assistants
Teacher Training on CIITS	Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	08/06/2015	05/11/2016	\$0	District staff, principal
Math Professional Development	Teachers will participate in aligned, researched-based professional development focused on math content, practices, standards and interventions. (Resources: KVEC, Kentucky Center for Mathematics, Math Teacher Leader Networks, EERTI Math Circles, Conceptual Building Blocks, Do The Math)	Professional Learning	08/06/2015	05/11/2016	\$0	Principal, Math Interventionist /Teacher Leader, teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Teacher Participation in Networks	Preschool Coordinator, preschool teacher and FRYSC Coordinator participate in PLC's, ELLN's, and the Community Early Childhood Council.	Professional Learning	08/06/2015	05/11/2016	\$0	Preschool Coordinator, preschool teacher, FRYSC Coordinator
Student Mentoring	Upper elementary students will mentor lower elementary students	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, teachers
Teacher Training	Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on the Educator Development Suite	Professional Learning	08/06/2015	05/11/2016	\$0	Superintendent, Central Office Staff, Principal, Teachers
Analyze curriculum to identify gaps	Analyze curriculum to identify gaps. Identify findings from testing gaps.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, classroom teachers, team members, SBDM Council
Monitor Usage of CIITS	Use CIITS for creation and sharing of instructional resources, and analysis of data and reporting. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, teachers
PGES Implementation Monitoring Plan	Develop a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline	Policy and Process	08/06/2015	05/11/2016	\$0	Principals, Teachers
Process	Determine the internal process for conducting a program review to ensure teachers from across the discipline contribute. Form committees to identify, collect and store evidence for each area of the review.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, teachers, committee members
Home Visits	Preschool teacher and instructional aides do 2 home visits per year to discuss progress with parents.	Parent Involvement	08/06/2015	05/11/2016	\$0	Preschool teacher, instructional assistants
Identify and Analyze Gaps	Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal, committee members, SBDM Council
Response to Intervention (RtI) Team will disaggregate academic and behavioral data	Response to Intervention (RtI) Team will disaggregate academic and behavioral data	Policy and Process	08/06/2015	05/11/2016	\$0	Principal, one teacher per grade level, special education teachers

## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Kindercamp	Kindercamp offers a learning environment as well as fun play activities for kindergarten readiness. Students learn early literacy skills and expand vocabulary and language skills.	Academic Support Program	07/27/2015	08/05/2015	\$0	Principal, kindergarten students
Monitor Professional Development	Monitor the implementation of professional development and learning.	Academic Support Program	08/06/2015	05/11/2016	\$0	Principal
Engagement	Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	08/06/2015	05/11/2016	\$0	Parents, community partners, committee members
Purpose and Process	Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/06/2015	05/11/2016	\$0	Principal and Staff
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Resource Inventory	Review school intervention resources that are available	Academic Support Program	08/06/2015	05/11/2016	\$2000	Principal, classroom teachers
Literacy Professional Development	Teachers will participate in research-based literacy professional development and share professional knowledge with staff through PLC's and faculty meetings.	Professional Learning	08/06/2015	05/11/2016	\$2000	Principal, Literacy Teacher Leader, KVEC, Edivation
<b>Total</b>					\$4000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assign Advocates	Form a committee to be in charge of assigning advocates to students. Assign students to advocates and inform of student needs. Advocates will meet with students and use available school and community resources to remove barriers to the child's education.	Community Engagement	08/06/2015	05/11/2016	\$0	School staff/advocate d, FRYSC, Community Partners, Principal

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Resources	Resources will be provided to meet student's needs. If those resources are not available at school, referrals to community partners will be provided.	Community Engagement	08/06/2015	05/11/2016	\$0	Principal, FRYSC, Lion's Club, New Hope Church, Coal for Kids, Children's Inc., Blessings in a Backpack, Phi Beta Kappa, Individuals Supporting Bulldog Education (ISBE), Community Ministries, etc.
<b>Total</b>					\$0	

## Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Borne Learning	Implement a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Parent Involvement	08/06/2015	05/11/2016	\$5000	Principal, Teacher Leader, FRYSC Coordinator, Preschool Coordinator
Do the Math--Math Interventionist	Target and support students in grades 1-3 that need additional interventions and strategies to progress to grade level in mathematics in both small group and individual sessions.	Academic Support Program	08/06/2015	05/11/2016	\$41000	Principal, math interventionist, math classroom teachers
Reading Recovery	Reading Recovery is offered to 8 students daily for one-on-one instruction. In addition, the Reading Recovery interventionist teaches 2 CIM groups of up to 8 students.	Academic Support Program	08/06/2015	05/11/2016	\$42000	Principal, Reading Recovery Teacher
Born Learning	Born Learning is a program that involves parents by training them on how to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Academic Support Program	08/06/2015	05/11/2016	\$3000	Principal, Kindergarten teacher, Preschool teacher, support staff
<b>Total</b>					\$91000	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**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.	Yes		

<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

Roy G. Eversole 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

Roy G. Eversole 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

Roy G. Eversole 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.hazard.kyschools.us">www.hazard.kyschools.us</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

Roy G. Eversole 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		

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

## **Introduction**

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

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

## Planning and Accountability Requirements

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-Prep scores at Roy G. Eversole Elementary 9.7% by 05/18/2017 as measured by K-PREP.

**Strategy1:**

Literacy Initiative - Access and disseminate resources to support literacy planning in our school

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is offered to 8 students daily for one-on-one instruction. In addition, the Reading Recovery interventionist teaches 2 CIM groups of up to 8 students.	Academic Support Program	08/06/2015	05/11/2016	\$42000 - Grant Funds	Principal, Reading Recovery Teacher

**Strategy2:**

School Readiness - Identify early childhood providers (e.g, preschool, Head Start, child care, Montessori, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Strategic Planning for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teacher leaders, preschool teacher

Activity - Borne Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Parent Involvement	08/06/2015	05/11/2016	\$5000 - Grant Funds	Principal, Teacher Leader, FRYSC Coordinator, Preschool Coordinator

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

## Goal 2:

Increase the percentage of effective teachers from % in 2015 to % in 2020

### Measurable Objective 1:

demonstrate a proficiency in teaching based on the characteristics of the Framework for Highly Effective Teaching by 05/11/2016 as measured by Kentucky Framework for Teaching.

### Strategy1:

Human Capital Management and Development - Participation in networks and analysis of plans and data

Category: Professional Learning & Support

Research Cited: Danielson's Framework for Effective Teaching

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school level analysis of implementation monitoring plan results and PGES data for the purpose of: <ul style="list-style-type: none"><li>• Identifying professional learning needs</li><li>• Evaluating fiscal and human resource needs</li><li>• Potential shifts in calendars and schedules/daily use of time, roles and responsibilities for administrators and teacher leaders</li></ul>	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal

Activity - KDE PGES and ISLN Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

Activity - ISLN	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in ISLN	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Central Office, Teacher Leaders

### Strategy2:

Collection and Use of Data: TELL KY Survey - Data will be collected to set goals and implement PGES

Category: Continuous Improvement

Research Cited: Danielson Framework for Effective Teaching

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development of Student Growth Goals based on student need: • Teacher and administrator meet to discuss the teacher-developed student growth goals	Professional Learning Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principals, teachers

Activity - Implementation of PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implementation of Professional Growth and Effectiveness System	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - PGES Implementation Monitoring Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-level PGES implementation monitoring plan referring to the PGES Implementation Timeline	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principals, Teachers

### Strategy3:

Professional Growth and Effectiveness System - Teachers have been trained to use TPGES framework to plan instruction and will be assessed by principal.

Category: Professional Learning & Support

Research Cited: PGES

Activity - Establish a District Leadership Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a District Leadership Team to develop an implementation plan for TPGES for the 2015-2016 statewide implementation • Ensure all leadership is knowledgeable of TPGES components and expectations • Review principal responsibilities within context of TPGES components and expectations • Identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, observation, etc. • Review Peer Observer responsibilities with context of PGES framework and expectations • Review and recommend human capital and fiscal resources allocations to support teacher effectiveness • Review policy and recommend modifications to procedures currently related to teacher effectiveness	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

### Strategy4:

Professional Learning and Support - Implement a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs

Category: Professional Learning & Support

Research Cited: Charlotte Danielson's Framework for Effective Teaching



# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Observation Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, after having completed training, will serve as a peer observer for other faculty members.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop and complete a plan of training for teachers and principals in the use of ClITS with intentional focus on the Educator Development Suite	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

Activity - Professional Learning on TPGES and peer observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Lync sessions for all teachers & KET peer observation module for teachers serving as peer observers	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principal, Teachers

Activity - Kentucky Framework for Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a district-wide Professional Learning Plan for TPGES components and expectations that incorporate PLCs around the following: <ul style="list-style-type: none"> <li>• Kentucky Framework for Teaching</li> <li>• Observation Certification</li> <li>• Self-Reflection</li> <li>• Student Growth Goal Development</li> <li>• Professional Growth Goal Setting based on self-reflection and student need</li> <li>• Student Voice</li> <li>• Effective feedback</li> </ul>	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Superintendent, Central Office Staff, Principals, Teachers

### Goal 3:

Increase kindergarten readiness for preschool students from 42.9% to 73.4% by 2019.

### Measurable Objective 1:

collaborate to increase kindergarten readiness from 42.9% to 57.4% by 05/11/2016 as measured by Brigance Kindergarten Screener.

### Strategy1:

Collaboration with Stakeholders - Collaboration with community stakeholders focused on kindergarten readiness

Category: Stakeholder Engagement

### Research Cited:

SY 2016-2017

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# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Teacher Participation in Networks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool Coordinator, preschool teacher and FRYSC Coordinator participate in PLC's, ELLN's, and the Community Early Childhood Council.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool Coordinator, preschool teacher, FRYSC Coordinator

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

**Goal 1:**

Increase the averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.

**Measurable Objective 1:**

collaborate to increase the averaged combined reading and math K-Prep scores at Roy G. Eversole Elementary 9.7% by 05/18/2017 as measured by K-PREP.

**Strategy1:**

RTI/KSI - All third and fourth grade teachers will be trained, deploy and be monitored for fidelity

Category: Professional Learning & Support

Research Cited: Kentucky Initiative

Activity - Response to Intervention (Rtl) Team will disaggregate academic and behavioral data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention (Rtl) Team will disaggregate academic and behavioral data	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, one teacher per grade level, special education teachers

Activity - Monitor Tier 1,2,3 students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze assessment data (i.e. Discovery Education, K-Prep) to develop plans to address gaps in instructional planning and address student needs based on standards. Meet with grade level, content level departments or PLC's to develop plans to address gaps in instructional planning or learner needs based on standards..	Academic Support Program	08/06/2015	05/11/2016	\$4200 - District Funding	Principal, Technology Resource Teacher, classroom teachers

Activity - Tier 2 and 3 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for Tier 2 and Tier 3 intervention services.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Rtl Team

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Resource Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review school intervention resources that are available	Academic Support Program	08/06/2015	05/11/2016	\$2000 - General Fund	Principal, classroom teachers

## Strategy2:

CIITS - Determine school wide level of access and teacher use of CIITS

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Infinite Campus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all work email addresses for teachers and leaders are entered into Infinite Campus (IC) and all required custom roles are setup in IC consistently for the district	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, guidance counselor

Activity - Teacher Training on CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	District staff, principal

Activity - Monitor Usage of CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for creation and sharing of instructional resources, and analysis of data and reporting. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

## Strategy3:

Curriculum Assessment & Alignment - Identify and establish curriculum design team

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Curriculum Adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to curriculum based on gaps	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, classroom teachers, SBDM Council

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Analyze curriculum to identify gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps. Identify findings from testing gaps.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, classroom teachers, team members, SBDM Council

Activity - Feedback and input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate updated/revised curriculum to teachers to gather feedback and input	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, classroom teachers, SBDM Council

Activity - Curriculum implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Direct Instruction	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, classroom teachers

Activity - Utilize instructional resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional resources aligned to KCAS. Create new curriculum map.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, classroom teachers, SBDM Council

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation throughout the year	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, SBDM Council

## Strategy4:

Program Review - Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet 3 times a year to identify appropriate evidence and calibrate for ratings.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Committee members

Activity - Identify and Analyze Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, committee members, SBDM Council

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the external review process. Professional development in arts/humanities, PL/CS, writing, K-3 and foreign language will be provided and linked to the Professional Development Action Plan. All areas will be revisited throughout the year to access the implementation and fidelity and to make changes.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, supervisor, PR school contact person

Activity - ASSIST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	PR Contact Person, Principal

Activity - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the discipline contribute. Form committees to identify, collect and store evidence for each area of the review.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers, committee members

Activity - Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Parents, community partners, committee members

## Strategy5:

Math Initiative - Curriculum team will analyze school wide and student level math data

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Math Formative Assessment Lessons (FAL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement available resources such as FAL lessons in CIITS and other online resources in iTunesU and iCurio.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL has been purchased for all students in second, third and fourth grades to supplement classroom instruction and evaluate the mastery of standards.	Academic Support Program	08/06/2015	05/11/2016	\$2700 - District Funding	Principal, teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor curriculum adjustments and improvements	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - KCAS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support, align funding and monitor implementation of KCAS through development and implementation of math policies and math plans in CSIP. Focus on key implementation of KCAS for math and standards for mathematical practices.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers, SBDM Council

Activity - Analyze Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams will analyze Discovery Education assessments, Brigance and K-PREP data to target gaps in instructional plans and inform improvements.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	PLC members, principal

Activity - Instructional Planning Adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams meet to determine instructional improvements based on student evidence/data and make planning adjustments, if needed.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	PLC team members, principal

Activity - Math Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an updated math curriculum map, including vertical alignment of the math curriculum.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upper elementary students will mentor lower elementary students	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Do the Math--Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Target and support students in grades 1-3 that need additional interventions and strategies to progress to grade level in mathematics in both small group and individual sessions.	Academic Support Program	08/06/2015	05/11/2016	\$41000 - Grant Funds	Principal, math interventionist, math classroom teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, researched-based professional development focused on math content, practices, standards and interventions. (Resources: KVEC, Kentucky Center for Mathematics, Math Teacher Leader Networks, EERTI Math Circles, Conceptual Building Blocks, Do The Math)	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Math Interventionist/Teacher Leader, teachers

## Strategy6:

School Readiness - Identify early childhood providers (e.g. preschool, Head Start, child care, Montessori, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool teacher, guidance counselor, principal

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC community members	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	District Preschool Coordinator, principal, guidance counselor, preschool teacher

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate school readiness definition to EC community and parents of incoming K students	Parent Involvement	08/06/2015	05/11/2016	\$0 - No Funding Required	District Preschool Coordinator, guidance counselor, principal, preschool teacher

Activity - Strategic Planning for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teacher leaders, preschool teacher

Activity - Borne Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Parent Involvement	08/06/2015	05/11/2016	\$5000 - Grant Funds	Principal, Teacher Leader, FRYSC Coordinator, Preschool Coordinator

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Statewide screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE)	Academic Support Program	08/06/2015	05/11/2016	\$0 - District Funding	Guidance counselor, principal

Activity - Transition Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to become acquainted with the incoming K learners.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	District Preschool Coordinator, principal, guidance counselor, preschool teacher

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	District Preschool Coordinator, preschool teacher, guidance counselor, principal

## Strategy7:

Literacy Initiative - Access and disseminate resources to support literacy planning in our school

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is offered to 8 students daily for one-on-one instruction. In addition, the Reading Recovery interventionist teaches 2 CIM groups of up to 8 students.	Academic Support Program	08/06/2015	05/11/2016	\$42000 - Grant Funds	Principal, Reading Recovery Teacher

Activity - Analyze Implementation Processes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams meet to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, committee members

Activity - Analyze Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning, determine if improvements need to be made to instruction/planning and make adjustments, if needed.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Teachers, curriculum teams, PLC members, principal



# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - IXL and Headsprout	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access IXL and Headsprout as individualized, differentiated instruction to develop content mastery.	Academic Support Program	08/06/2015	05/11/2016	\$500 - Title I Part A	Principal, Teachers

Activity - Monitor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of professional development and learning.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal

Activity - Literacy/Writing Plan Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other committee evidence to determine if the school literacy/writing plans should be revised or updated.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, program review committees, literacy committee, SBDM members

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in research-based literacy professional development and share professional knowledge with staff through PLC's and faculty meetings.	Professional Learning	08/06/2015	05/11/2016	\$2000 - General Fund	Principal, Literacy Teacher Leader, KVEC, Edivation

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

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores at Roy G. Eversole Elementary 9.7% by 05/18/2017 as measured by K-PREP.

## Strategy1:

School Readiness - Identify early childhood providers (e.g, preschool, Head Start, child care, Montessori, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate school readiness definition to EC community and parents of incoming K students	Parent Involvement	08/11/2016	05/18/2017	\$0 - No Funding Required	District Preschool Coordinator, guidance counselor, principal, preschool teacher

Activity - Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool teacher, guidance counselor, principal

Activity - Statewide screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE)	Academic Support Program	08/11/2016	05/18/2017	\$0 - District Funding	Guidance counselor, principal

## Goal 2:

Increase kindergarten readiness for preschool students from 42.9% to 73.4% by 2019.

### Measurable Objective 1:

collaborate to increase kindergarten readiness from 42.9% to 57.4% by 05/11/2016 as measured by Brigance Kindergarten Screener.

### Strategy1:

School Readiness - Multiple programs and resources will be used to increase incoming Roy G. Eversole preschoolers Brigance scores.

Category: Early Learning

Research Cited: Brigance assessment results, RtI/KSI

Activity - Big Speech	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Big Speech provides visual phonics focused on one letter and sound per week. It includes visual, auditory and kinesthetic cues.	Direct Instruction	08/06/2015	05/11/2016	\$0 - No Funding Required	Speech Pathologist

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teacher and instructional aides do 2 home visits per year to discuss progress with parents.	Parent Involvement	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool teacher, instructional assistants

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindercamp offers a learning environment as well as fun play activities for kindergarten readiness. Students learn early literacy skills and expand vocabulary and language skills.	Academic Support Program	07/27/2015	08/05/2015	\$0 - No Funding Required	Principal, kindergarten students

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students transition to kindergarten classrooms. This helps students develop early literacy skills for kindergarten readiness. Activities include work station, hands-on and Smartboard interactive activities.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, kindergarten teachers, preschool teacher, instructional aides

Activity - Born Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Born Learning is a program that involves parents by training them on how to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Academic Support Program	08/06/2015	05/11/2016	\$3000 - Grant Funds	Principal, Kindergarten teacher, Preschool teacher, support staff

## Strategy2:

Collaboration with Stakeholders - Collaboration with community stakeholders focused on kindergarten readiness

Category: Stakeholder Engagement

Research Cited:

Activity - First Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First Steps is required to provide early intervention services through the district.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool Coordinator, preschool teacher

Activity - Teacher Participation in Networks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool Coordinator, preschool teacher and FRYSC Coordinator participate in PLC's, ELLN's, and the Community Early Childhood Council.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool Coordinator, preschool teacher, FRYSC Coordinator

Activity - Collaboration with Headstart, childcare and montessori	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School speech pathologist and preschool instructional assistants are service providers once a week. They share activities for kindergarten readiness, newsletters and flyers.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool coordinator, principal, speech pathologist, instructional assistants

## Narrative:

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Brigance

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

## Goal 1:

Increase kindergarten readiness for preschool students from 42.9% to 73.4% by 2019.

## Measurable Objective 1:

collaborate to increase kindergarten readiness from 42.9% to 57.4% by 05/11/2016 as measured by Brigance Kindergarten Screener.

## Strategy1:

School Readiness - Multiple programs and resources will be used to increase incoming Roy G. Eversole preschoolers Brigance scores.

Category: Early Learning

Research Cited: Brigance assessment results, Rtl/KSI

Activity - Born Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Born Learning is a program that involves parents by training them on how to take everyday life and turn it into a learning experience for children. Born Learning is a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Academic Support Program	08/06/2015	05/11/2016	\$3000 - Grant Funds	Principal, Kindergarten teacher, Preschool teacher, support staff

Activity - Big Speech	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Big Speech provides visual phonics focused on one letter and sound per week. It includes visual, auditory and kinesthetic cues.	Direct Instruction	08/06/2015	05/11/2016	\$0 - No Funding Required	Speech Pathologist

Activity - Preschool Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students transition to kindergarten classrooms. This helps students develop early literacy skills for kindergarten readiness. Activities include work station, hands-on and Smartboard interactive activities.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, kindergarten teachers, preschool teacher, instructional aides

Activity - Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindercamp offers a learning environment as well as fun play activities for kindergarten readiness. Students learn early literacy skills and expand vocabulary and language skills.	Academic Support Program	07/27/2015	08/05/2015	\$0 - No Funding Required	Principal, kindergarten students

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool teacher and instructional aides do 2 home visits per year to discuss progress with parents.	Parent Involvement	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool teacher, instructional assistants

## Strategy2:

Collaboration with Stakeholders - Collaboration with community stakeholders focused on kindergarten readiness

Category: Stakeholder Engagement

Research Cited:

Activity - First Steps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
First Steps is required to provide early intervention services through the district.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool Coordinator, preschool teacher

Activity - Teacher Participation in Networks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool Coordinator, preschool teacher and FRYSC Coordinator participate in PLC's, ELLN's, and the Community Early Childhood Council.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool Coordinator, preschool teacher, FRYSC Coordinator

Activity - Collaboration with Headstart, childcare and montessori	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School speech pathologist and preschool instructional assistants are service providers once a week. They share activities for kindergarten readiness, newsletters and flyers.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Preschool coordinator, principal, speech pathologist, 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 averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores at Roy G. Eversole Elementary 9.7% by 05/18/2017 as measured by K-PREP.

## Strategy1:

SY 2016-2017

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# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

CIITS - Determine school wide level of access and teacher use of CIITS

Category: Management Systems

Research Cited: Kentucky Initiative

Activity - Monitor Usage of CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for creation and sharing of instructional resources, and analysis of data and reporting. Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Teacher Training on CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate CIITS training opportunities that currently exist and monitor participation to increase usage.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	District staff, principal

Activity - Infinite Campus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all work email addresses for teachers and leaders are entered into Infinite Campus (IC) and all required custom roles are setup in IC consistently for the district	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, guidance counselor

## Strategy2:

Program Review - Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet 3 times a year to identify appropriate evidence and calibrate for ratings.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Committee members

Activity - Identify and Analyze Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, committee members, SBDM Council

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the external review process. Professional development in arts/humanities, PL/CS, writing, K-3 and foreign language will be provided and linked to the Professional Development Action Plan. All areas will be revisited throughout the year to access the implementation and fidelity and to make changes.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, supervisor, PR school contact person

Activity - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the discipline contribute. Form committees to identify, collect and store evidence for each area of the review.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers, committee members

Activity - Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Parents, community partners, committee members

Activity - ASSIST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	PR Contact Person, Principal

### Strategy3:

School Readiness - Identify early childhood providers (e.g, preschool, Head Start, child care, Montessori, First Steps, HANDS, etc.), families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Learning Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create learning plan or profile for next steps of instruction for K students	Academic Support Program	08/11/2016	05/18/2017	\$0 - No Funding Required	Preschool teacher, guidance counselor, principal

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze data from the screener and multiple assessments, including results from prior settings, and classroom observations/formative assessments	Professional Learning	08/11/2016	05/18/2017	\$0 - No Funding Required	District Preschool Coordinator, preschool teacher, guidance counselor, principal

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Parent Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate school readiness definition to EC community and parents of incoming K students	Parent Involvement	08/11/2016	05/18/2017	\$0 - No Funding Required	District Preschool Coordinator, guidance counselor, principal, preschool teacher

Activity - Transition Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gather any transition data from EC providers to become acquainted with the incoming K learners.	Academic Support Program	08/11/2016	05/18/2017	\$0 - No Funding Required	District Preschool Coordinator, principal, guidance counselor, preschool teacher

Activity - Borne Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement a public engagement campaign that helps parents, grandparents and caregivers explore ways to turn everyday moments into fun learning opportunities.	Parent Involvement	08/06/2015	05/11/2016	\$5000 - Grant Funds	Principal, Teacher Leader, FRYSC Coordinator, Preschool Coordinator

Activity - Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for disseminating results of the K screener to parents/EC community members	Policy and Process	08/11/2016	05/18/2017	\$0 - No Funding Required	District Preschool Coordinator, principal, guidance counselor, preschool teacher

Activity - Strategic Planning for Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher-leaders participate in the Early Learning Leadership Networks (ELLN) and implement the strategies for K-3 student learning outcomes.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teacher leaders, preschool teacher

Activity - Statewide screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergartners at school entry with the common statewide screener (BRIGANCE)	Academic Support Program	08/11/2016	05/18/2017	\$0 - District Funding	Guidance counselor, principal

## Strategy4:

Literacy Initiative - Access and disseminate resources to support literacy planning in our school

Category: Continuous Improvement

Research Cited: Kentucky Initiative



# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - IXL and Headsprout	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will access IXL and Headsprout as individualized, differentiated instruction to develop content mastery.	Academic Support Program	08/06/2015	05/11/2016	\$500 - Title I Part A	Principal, Teachers

Activity - Analyze Student Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers meet to analyze student evidence and learning, determine if improvements need to be made to instruction/planning and make adjustments, if needed.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Teachers, curriculum teams, PLC members, principal

Activity - Literacy Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in research-based literacy professional development and share professional knowledge with staff through PLC's and faculty meetings.	Professional Learning	08/06/2015	05/11/2016	\$2000 - General Fund	Principal, Literacy Teacher Leader, KVEC, Edivation

Activity - Analyze Implementation Processes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams meet to analyze the implementation processes of the Writing Program Reviews and implementation of writing policies and literacy plans.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, committee members

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is offered to 8 students daily for one-on-one instruction. In addition, the Reading Recovery interventionist teaches 2 CIM groups of up to 8 students.	Academic Support Program	08/06/2015	05/11/2016	\$42000 - Grant Funds	Principal, Reading Recovery Teacher

Activity - Monitor Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of professional development and learning.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal

Activity - Literacy/Writing Plan Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and other committee evidence to determine if the school literacy/writing plans should be revised or updated.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, program review committees, literacy committee, SBDM members

## Strategy5:

RTI/KSI - All third and fourth grade teachers will be trained, deploy and be monitored for fidelity

Category: Professional Learning & Support

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Research Cited: Kentucky Initiative

Activity - Resource Inventory	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review school intervention resources that are available	Academic Support Program	08/11/2016	05/18/2017	\$2000 - General Fund	Principal, classroom teachers

Activity - Monitor Tier 1,2,3 students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze assessment data (i.e. Discovery Education, K-Prep) to develop plans to address gaps in instructional planning and address student needs based on standards. Meet with grade level, content level departments or PLC's to develop plans to address gaps in instructional planning or learner needs based on standards..	Academic Support Program	08/11/2016	05/18/2017	\$4200 - District Funding	Principal, Technology Resource Teacher, classroom teachers

Activity - Response to Intervention (Rtl) Team will disaggregate academic and behavioral data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention (Rtl) Team will disaggregate academic and behavioral data	Policy and Process	08/11/2016	05/18/2017	\$0 - No Funding Required	Principal, one teacher per grade level, special education teachers

Activity - Tier 2 and 3 Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan for Tier 2 and Tier 3 intervention services.	Policy and Process	08/11/2016	05/18/2017	\$0 - No Funding Required	Principal, Rtl Team

## Strategy6:

Curriculum Assessment & Alignment - Identify and establish curriculum design team

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - Analyze curriculum to identify gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze curriculum to identify gaps. Identify findings from testing gaps.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, classroom teachers, team members, SBDM Council

Activity - Monitor Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation throughout the year	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, SBDM Council

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Feedback and input	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate updated/revised curriculum to teachers to gather feedback and input	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, classroom teachers, SBDM Council

Activity - Utilize instructional resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize instructional resources aligned to KCAS. Create new curriculum map.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, classroom teachers, SBDM Council

Activity - Curriculum implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that teachers implement the curriculum using best practices for instruction and assessment.	Direct Instruction	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, classroom teachers

Activity - Curriculum Adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Make necessary adjustments to curriculum based on gaps	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, team members, classroom teachers, SBDM Council

## Strategy7:

Math Initiative - Curriculum team will analyze school wide and student level math data

Category: Continuous Improvement

Research Cited: Kentucky Initiative

Activity - KCAS Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support, align funding and monitor implementation of KCAS through development and implementation of math policies and math plans in CSIP. Focus on key implementation of KCAS for math and standards for mathematical practices.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers, SBDM Council

Activity - Student Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upper elementary students will mentor lower elementary students	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
IXL has been purchased for all students in second, third and fourth grades to supplement classroom instruction and evaluate the mastery of standards.	Academic Support Program	08/06/2015	05/11/2016	\$2700 - District Funding	Principal, teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Math Curriculum Map	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop an updated math curriculum map, including vertical alignment of the math curriculum.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Do the Math--Math Interventionist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Target and support students in grades 1-3 that need additional interventions and strategies to progress to grade level in mathematics in both small group and individual sessions.	Academic Support Program	08/06/2015	05/11/2016	\$41000 - Grant Funds	Principal, math interventionist, math classroom teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor curriculum adjustments and improvements	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Math Formative Assessment Lessons (FAL)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement available resources such as FAL lessons in CIITS and other online resources in iTunesU and iCurio.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Instructional Planning Adjustments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams meet to determine instructional improvements based on student evidence/data and make planning adjustments, if needed.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	PLC team members, principal

Activity - Analyze Assessment Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School teams will analyze Discovery Education assessments, Brigance and K-PREP data to target gaps in instructional plans and inform improvements.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	PLC members, principal

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in aligned, researched-based professional development focused on math content, practices, standards and interventions. (Resources: KVEC, Kentucky Center for Mathematics, Math Teacher Leader Networks, EERTI Math Circles, Conceptual Building Blocks, Do The Math)	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Math Interventionist/Teacher Leader, teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 46.6% to 67.0% in 2018-19.

## Measurable Objective 1:

collaborate to increase the overall reading and math proficiency ratings for all students in the non-duplicated gap group at Roy G. Eversole Elementary 7.1 by 05/18/2017 as measured by K-PREP.

## Strategy1:

Best Practices for closing gaps - Teachers will complete professional development on best practices for instruction.

Category: Professional Learning & Support

Research Cited: Best Practices

Activity - Weekly Implementation of Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Weekly progress monitoring utilized to ensure every tier 3 student achieves individual success in reading and math. Tier 1 and tier 2 students will be monitored monthly.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, classroom teachers, PLCs

Activity - Teacher Training on Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide training on Best Practices (I.E. reading strategies, differentiated instruction and formative assessments)	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, PLCs, KTIP resource teachers and KTIP teachers

## Strategy2:

At-Risk Student Programs - At-risk students will be identified and given additional resources to aide in reaching proficiency.

Category: Integrated Methods for Learning

Research Cited: Kentucky Initiative

Activity - Identification of At-Risk Population	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Disseminate data (BRIGANCE, K-PREP Gap Scores, Discovery Education scores, Infinite Campus, teacher referral) and determine at-risk students.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, guidance counselor, teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Assign Advocates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form a committee to be in charge of assigning advocates to students. Assign students to advocates and inform of student needs. Advocates will meet with students and use available school and community resources to remove barriers to the child's education.	Community Engagement	08/06/2015	05/11/2016	\$0 - Other	School staff/advocated, FRYSC, Community Partners, Principal

Activity - Identify At-Risk Students Needs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student/parent interviews, as well as observation and teacher referrals, will be used to determine specific needs for individual students.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, guidance counselor, teachers, FRYSC, nurse

Activity - Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resources will be provided to meet student's needs. If those resources are not available at school, referrals to community partners will be provided.	Community Engagement	08/06/2015	05/11/2016	\$0 - Other	Principal, FRYSC, Lion's Club, New Hope Church, Coal for Kids, Children's Inc., Blessings in a Backpack, Phi Beta Kappa, Individuals Supporting Bulldog Education (ISBE), Community Ministries, etc.

### Strategy3:

Curriculum Assessment & Alignment - Principal will identify and establish a curriculum design team (CDT).

Category:

Research Cited:

Activity - Feedback from staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CDT will share updated/revised curriculum quarterly with teachers to gather feedback and input. Staff will share feedback with CDT. Revisions will be made by team, if needed, and new curriculum will be disseminated to all teachers.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	CDT, teachers, principal

Activity - Monitor Implementation of new curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement the curriculum using best practices for instruction and assessment and monitor implementation throughout the year.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, CDT members

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Curriculum Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a Curriculum Design Team (CDT) that will analyze curriculum to identify gaps and make necessary adjustments. CDT will utilize resources aligned with KCAS.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, CDT members

## Strategy4:

Proficiency Initiative - Staff will provide additional instruction in reading and math outside of school day.

Category: Integrated Methods for Learning

Research Cited:

Activity - Family Fun Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Activities are planned in reading and math. Teachers provide parents with strategies and resources to be used at home while working with their children.	Parent Involvement	08/06/2015	05/11/2016	\$1000 - Title I Part A	Principal, teachers

Activity - Extended School Services (ESS)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS is being provided two days a week to provide gap students with additional instruction in reading and math.	Academic Support Program	08/06/2015	05/11/2016	\$7000 - District Funding	Principal, teachers

## Goal 2:

Roy G. Eversole Elementary will reduce the total number of students scoring Novice by 50% by the 2019-2020 school year.

## Measurable Objective 1:

collaborate to reduce the total number of students in Reading scoring novice (22) by 2 students per year for a total of 10 students over 5 years by 05/18/2017 as measured by K-PREP.

## Strategy1:

Intervention Methods - All teachers will receive training in differentiated instructional methods, as well as other intervention strategies.

Category: Professional Learning & Support

Research Cited: Rtl, ASCD materials, Kentucky System of Interventions

Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Rtl to support student individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The special education teachers and content interventionists will train all teachers in differentiated instruction and other intervention strategies.	Professional Learning	12/01/2015	05/11/2016	\$0 - No Funding Required	Principal, Special Education Teachers, Interventionists, Teachers

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria.	Behavioral Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, KYCID Committee, Teachers

Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers

## Strategy2:

Plan Development - Teachers and administrators will develop a plan to address novice reduction.

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training, KDE website information

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will identify 3 "Big Rocks" that the school will focus on to decrease our number of Novice students.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Leadership Team

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 30-60-90 data plan will be monitored at each interval to evaluate the effectiveness, analyze the data, and check for implementation.	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers, SBDM

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review student data to identify trends	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Data Team, Teachers

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are being implemented.	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	Principal, Leadership Team, SBDM

## Measurable Objective 2:



# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

collaborate to to reduce the total number of students in Mathematics scoring Novice (19) by 2 students per year for a total of 10 over 5 years by 05/11/2016 as measured by K-PREP.

## Strategy1:

Plan Development - Teachers and administrators will develop a plan to address novice reduction.

Category: Professional Learning & Support

Research Cited: Novice Reduction for Gap Closure Training, KDE website information

Activity - Create a 30-60-90 Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Develop a plan that includes evaluation and monitoring at least every 30 days on the processes and assessments that are being implemented.	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	Principal, Leadership Team, SBDM

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review student data to identify trends	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Data Team, Teachers

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 30-60-90 data plan will be monitored at each interval to evaluate the effectiveness, analyze the data, and check for implementation.	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers, SBDM

Activity - Identify "Big Rocks"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will identify 3 "Big Rocks" that the school will focus on to decrease our number of Novice students.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Leadership Team

## Strategy2:

Intervention Methods - All teachers will receive training in differentiated instructional methods, as well as other intervention strategies.

Category: Professional Learning & Support

Research Cited: Rtl, ASCD materials, Kentucky System of Interventions

Activity - Behavior Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Behavior interventions will be discussed among the faculty and a system of incentives created to reward students who meet the criteria.	Behavioral Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, KYCID Committee, Teachers

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The special education teachers and content interventionists will train all teachers in differentiated instruction and other intervention strategies.	Professional Learning	12/01/2015	05/11/2016	\$0 - No Funding Required	Principal, Special Education Teachers, Interventionists, Teachers

Activity - Academic Support Continuum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will participate in grade level and vertical, content PLCs.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Rtl--Assessment and Evaluation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Rtl to support student individual needs and base individualized instruction on both formal and benchmark assessment results.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers

### Measurable Objective 3:

collaborate to reduce the overall non-duplicated gap group from \_\_\_\_% to \_\_\_\_% by 2020 by 05/11/2016 as measured by K-PREP.

### Strategy1:

Multiple Sources of Instruction - Teachers will utilize a variety of instructional sources to aid student achievement and understanding of standards.

Category: Learning Systems

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will assign students to attend after-school ESS services as needed based on interim benchmark and formative/summative assessment data. ESS teachers will work with the classroom teachers to identify standards that each student is having difficulty mastering.	Tutoring Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Classroom Teachers, Principal, ESS Teachers

Activity - IXL	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use IXL for additional instructional support for students in both reading and mathematics.	Academic Support Program Technology Tutoring	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers

### Strategy2:

Data Analysis - Roy G. Eversole Elementary will use multiple methods to systematically gather data about student understanding and ability to drive instruction.

Category: Continuous Improvement

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Research Cited: Data for Continuous School Improvement by Victoria Bernhardt

Activity - Analysis and Reflection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student work/data, observations, assignments and PLCs to reflect on and improve instructional strategies.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, Teachers

Activity - Teaching Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise instructional strategies based on student achievement data.	Professional Learning Direct Instruction	08/06/2015	05/11/2016	\$0 - No Funding Required	Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary school students from 52.6% to 73.1 % in 2019.

## Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores at Roy G. Eversole Elementary 9.7% by 05/18/2017 as measured by K-PREP.

## Strategy1:

Program Review - Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.

Category: Continuous Improvement

Research Cited: Kentucky Initiative

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the external review process. Professional development in arts/humanities, PL/CS, writing, K-3 and foreign language will be provided and linked to the Professional Development Action Plan. All areas will be revisited throughout the year to access the implementation and fidelity and to make changes.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, supervisor, PR school contact person

Activity - Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the internal process for conducting a program review to ensure teachers from across the discipline contribute. Form committees to identify, collect and store evidence for each area of the review.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers, committee members

Activity - ASSIST	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Submit PR ratings and information into ASSIST for district and state review	Policy and Process	12/01/2015	05/11/2016	\$0 - No Funding Required	PR Contact Person, Principal

Activity - Identify and Analyze Gaps	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Begin identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, committee members, SBDM Council

Activity - Engagement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Engage parents and community partners to determine if there are other contributions or evidence to support specific program review areas.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Parents, community partners, committee members

Activity - Review Evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review team members meet 3 times a year to identify appropriate evidence and calibrate for ratings.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Committee members

## Goal 2:

Ensure that the Program Review Process is an ongoing, reflective analysis used to identify strengths and areas of improvement while ensuring a school-wide natural integration of the program skills across all contents.

## Measurable Objective 1:

collaborate to Ensure that the Program Review Process is completed in an ongoing and timely manner by 05/11/2016 as measured by

# Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

Assessment Results.

## Strategy1:

Monitor curriculum adjustments and improvements - Teachers and leaders will make instructional planning adjustments, if needed, based on student evidence. Curriculum adjustments and improvements will be monitored for effectiveness.

Category: Continuous Improvement

Research Cited: Assessment Results

Activity - Formation of Program Review teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form program review teams to focus on ongoing collection of evidence and review of rubrics to ensure proficiency in all areas.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal, teachers

Activity - Expectations and Procedures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inform staff of the expectations and procedures as defined by the district of the district external review process.	Professional Learning	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal and District Office Staff

Activity - Review Program Review Ratings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review PR ratings in ASSIST and provide feedback through identifying and analyzing gaps in particular program areas to determine next steps for continuous improvement.	Academic Support Program	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal and Staff

Activity - Purpose and Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide information to teachers about the purpose and process of the review. Emphasize the important role of the teacher in implementing high quality instructional programs.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal and Staff

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Policy and Process	08/06/2015	05/11/2016	\$0 - No Funding Required	Principal and Staff

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Roy G. Eversole Elementary consists of students Preschool through 4th grade. We have 404 students housed in one building and 18 classroom teachers. Our district is an independent school system nestled in the mountains of Eastern Kentucky. Much of the economy in the city of Hazard, with a population of 5,000, is powered by the coal industry. In the past year, many jobs have been lost and mines have been shut down. Some parents are being forced to relocate for work. Others may have to ask for assistance from public assistance agencies which drastically affects our free/reduced lunch numbers, as well as, more students and families using our Family Resource Center. With the increased number of free and reduced lunch recipients, all our schools are participating in the Community Eligibility Provision under the National School Lunch Program for the 2016-2017 school year. We are a Title-1 School-wide School.

In addition to our eighteen classroom teachers, our staff consists of: a principal, speech language pathologist, reading recovery specialist, a math interventionist, technology resource teacher, guidance counselor, gifted/talented teacher, half day librarian, arts and humanities coach, practical living/career studies coach, registered nurse, family resource coordinator, ten full time assistants and two special education teachers. One of our teachers are National Board Certified Teachers and 11 have their Rank One degree.

Roy G. Eversole Elementary is accredited by AdvanceEd. Accreditation is a voluntary method of quality assurance designed primarily to distinguish schools adhering to a set of educational standards. The accreditation process is also known in terms of its ability to effectively drive student performance and continuous improvement in education. Accreditation is both a significant achievement pronouncing an institution's quality of education, as well as a remarkably enriching process for the institutions recognizing the tremendous competitive and performance gains it affords.



## **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.**

Roy G. Eversole's mission statement is: To impart a thirst for knowledge in all content areas and instill a desire to learn that will last a lifetime. We pride ourselves on pursuing academic excellence, community involvement and cutting edge technology. Our primary focus is to ensure students have the necessary academic skills to successfully progress and graduate high school college and/or career ready for the 21st century workforce. We provide extracurricular activities such as football, basketball, cheerleading, community plays and chorus. We have an active PTO that sponsors many additional activities for our students. The parents, teachers, administrators, and staff, as well as, the community work hard to make our school a learning community that puts the students first. We are continuously building on our Arts and Humanities, Practical Living/Career Studies, Writing and Primary programs to provide more opportunities for our students. Our students are also actively engaged in becoming global citizens through their studies of world languages and cultures. Equity is ensured at Roy G. Eversole Elementary by providing equal access to all resources available to every student enrolled in our school.

## **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.**

Notable Achievements include:

Roy G Eversole School is identified as a Proficient School.

Community Service opportunities are an important part of our school. Roy G. Eversole students and staff have raised over \$40,000 since 1988 by participating in the St. Jude Children's Research Hospital Math-A-Thon. Our school remains one of the top fundraisers for the March of Dimes. \$1,000 raised by the students for the homeless shelter was donated to Hazard Community Ministries. We also participate in the Jump Rope for the Heart program where students take pledges for how many times they can jump and donate the proceeds to the American Heart Association.

Roy G. Eversole was voted "Best Elementary School" by readers of Hazard Herald.

Our students offer many programs for our community. Annually we host a Veteran's Day program, students goes to the nursing home Christmas caroling, Holidays Around the World, and a first grade play (last year they performed "Kitty Cat Capers"). Many students also participate in a local ballet/dance company where they have roles in "The Nutcracker", on an elite cheerleading squad, and several 4th grade students performed folk dancing in the city's Christmas performance.

In addition, our school has been recognized nationally for several programs. Last year our school won a contest by Kinsa thermometers where every parent and faculty member was awarded a free thermometer. Our students also won a reading pledge through the Pledge to Read contest. We also hosted a summer reading program where students were able to come in on a schedule throughout the summer to "fun" read, along with activities related to reading.

Active Community Partnerships with:

Complete Care Pharmacy, Hazard Community Ministries, Hazard Lion's Club, New Hope Church, Coal for Kids, Children's Inc., Blessings in a Backpack, Phi Beta, Kappa, Individuals Supporting Bulldog Education (ISBE), Pizza Hut Book-it Program, Toyota Borne Learning, McDonalds of Hazard and Whitesburg, Perry County Public Library, 4-H, Hazard Police and Fire Departments, Hazard Fire Department, WYMT, WKIC, WSGS, Wendy's, City of Hazard, Perry County Fiscal Court, KRCC, ARH, Hazard Perry County Chamber of Commerce, KVEC, Community Ministries, Willow Fern Baptist Church, Challenger Learning Center,

Areas of Improvement:

We strive to ensure that all students achieve on grade level. We adopted Kentucky System of Intervention (KSI). All staff in our building now participate in Response to Intervention (RtI) and/or enrichment. As a result, Tier 3 intervention group size is smaller and our enrichment students are being exposed to higher ordering thinking activities and content outside of the regular core that is above state standards and expectations. Our Tier 2 intervention students are receiving extra support during their reading/math block from the classroom teachers in addition to the RTI they receive during the block. Extended School Services (ESS) are provided two days per week to students who need additional support.

## Comprehensive School Improvement Plan

Roy G. Eversole Elementary School

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competency/world language and our primary program. We have allotted staff and resources in order to ensure these standards are being taught. In addition, we are working toward goals being met in all of these areas. Professional development, professional learning community (PLC) committee meetings and common planning provide opportunities for the staff to talk amongst colleagues, share successes/areas for growth and plan to ensure these programs run smoothly and goals are met.

Individuals Supporting Bulldog Education (ISBE) is an organization whose vision is to play an important role in the future success of children in the Hazard Independent Schools. They believe the learning and development they promote will be long lasting and give our students extra avenues for opportunity. They want our students to know they are an integral part of a community who stands with them and supports their education. Through donations and fundraisers, they are able to aide in providing tools that will give students and staff the necessary technology to stay current with the rest of the state and country. Over the last four years, ISBE has been raising money and providing support to our school. They purchased twelve SMART boards for our district. They were installed in Roy G. Eversole Elementary School and Hazard Middle School.

We continue to revamp our parent participation here at Roy G. We host monthly parent meeting family fun nights in which we work with our parents on strategies to help their child with work at home. Our PTO has newly elected officers and they have begun monthly meetings. They are planning fundraisers to provide resources for our students, teachers and school. Parents are now receiving information about upcoming events via weekly e-mails, a monthly newsletter and a school Facebook page. All classroom teachers have updated blogs and our district website has a wealth of resources. In addition, all parents have access to student progress via the Infinite Campus Parent Portal. Our primary goals are to improve reading and math skills for all students.

## **Additional Information**

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

This school year we have implemented a series of incentives to promote our students. These include attendance incentives during annual low attendance months, student of the week to recognize a student's accomplishments in the classroom, and certificates to recognize students that meet certain goals, just to name a few. We also are hosting a proficient and distinguished awards ceremony.

In order to improve our communication with parents about their children, the faculty and leadership sends a weekly postcard each to one student to encourage and recognize improvements either academically or behaviorally.

Students are given many opportunities to extend their instruction outside of the classroom. They have produced a Veteran's Day program for the local East Kentucky Veteran's Center, visited several pumpkin patches to explore agriculture, and will attend a Polar Express train ride to discover how various methods of transportation provide services.

After analyzing our needs assessment, we will utilize the data to establish measurable and achievable goals. We will develop and implement a specific plan to address areas of concern which will guide us in achieving our goals. We will strive to improve as administrators by participating and guiding professional development to better implement Kentucky Core Content Standards. Our process will be focusing on school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement. We will focus our 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.

This year all faculty is participating in the development of the CSIP through analyzing our school's current level of impact on our student's education and offering next steps to improve.