



# **KDE Comprehensive School Improvement Plan**

**Boston Elementary School**  
Whitley County

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## **Introduction**

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 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.

# **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?**

Boston Elementary is a unique and wonderful educational facility nestled in the shadows of Pine Mountain in southern Whitley County. Boston Elementary School is home to 244 students of the Whitley County School District. While we are an Title I school with the majority of our students qualifying for free and reduced lunch, we do not focus that. We strive to move forward and not let our status define us. To meet the needs of our students, we currently have 20 teachers (11 homeroom teachers, 4 special education teachers, 2 intervention specialists, 1 Librarian/Fine Arts teacher, and 1 Practical Living/Career Studies teacher), 7 instructional assistants, 2 Family Resource personnel, 2 office staff, 3 custodians, 5 Food Service personnel, and 1 principal.

Our current enrollment of 244 is made up of 142 male and 102 female students ranging from preschool to sixth grade. One unique feature of our schools is that the preschool program is located in the same building as Kindergarten through sixth grade. This togetherness creates a sense of family and unity which supports a smooth transition for preschool students into the K-6 program at our school.

Students at Boston Elementary are the focus of everything that we do. Our goal is to educate, support, and love each and every student that enters our school. Our students come from backgrounds that are as different as the ever changing mountains that surround our campus. Each child enters with their own set of struggles and challenges that range from economic needs to educational needs. With that said, each child also brings with them their strengths and dreams that range from being an excellent reader to dreaming of becoming a college graduate. It is our goal and desire to foster the needs and strengths of our students and to provide them the education that they will need to be successful.

The staff at Boston Elementary is the key to the success of our students. Each teacher in our building is a highly qualified teacher. Of the 20 teachers, 18 are veteran teachers with teaching experience that ranges from 5 years to 27 years. Many Boston teachers have continued their education beyond Bachelor's and Master's degrees. The 2 who have less than 5 years are newly hired teachers who are working tirelessly to become the best educator in their academic areas. It is without a doubt that they too will continue to improve and have an impact on the success of our students.

Over the last three years, our school has undergone several changes. We have changed administrators and filled open positions. Two and a half years ago, the SBDM selected a new principal. In addition to new administration, we have hired a new teacher, placed a new Math intervention specialist in the Math interventionist position, and hired a new Family Resource Coordinator. We want to thank the former educators that filled these positions as they retire. Their years of service and dedication to the students are greatly appreciated. The changes that have taken place will continue to focus on the quality of educational opportunities that are afforded the students of Boston Elementary.

A unique feature of our school is that it is surrounded by a community that is caring and supportive in regards to the educational endeavors that our students are provided. Our community is often considered to be a low socio-economic area. While many of our students come from homes that are stricken with financial burdens, that does not stop our parents and stakeholders from supporting our school with their involvement. Each parent, grandparent, aunt, uncle, cousin, and community member celebrate the successes of Boston Elementary. While our facility is nearing 15 years since renovation, the pride and dedication to this school from our community is remarkable. Our school and



community are like one big family. We celebrate successes, address areas of need, and strive for improvement. The surrounding community is made up of former Boston students who remember a time when our school was in great need of repair and our academic programs were extremely low. That feeling of being on the bottom or not 'as good as' other students drives the students, staff, and community to constantly seek new strategies, activities, and ideas that will promote the strengths and successes of our students, our school, and our community.

## **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.**

Boston Elementary is dedicated to the success of all students. We believe that all students have the right to an education that will prepare them for success in any endeavor that they embark upon. Students come first at Boston Elementary. Our motto is "Choose to make changes, NOT excuses!" Too often students, as well as adults, want to make excuses for not reaching a goal or not being successful. That is why we chose our motto. This motto is for students, teachers, and all staff at Boston Elementary. It serves as a constant reminder that we must work diligently each day to change things that are obstacles to our success.

Our mission at Boston Elementary is to prepare every student to be successful in the 21st Century in his or her personal, academic, and professional life. This mission drives the instructional practices that we enforce in our classrooms each day.

The vision of our school is that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in all content areas as well as in the arts and humanities, practical living/career studies, writing, our K-3 program, and world languages. Our programs are based on the mission and the vision statement.

To foster success and to support our mission and vision, we participate in many programs that are focused on student improvement and increased student achievement. Our programs include 21st Century, Early Interventions in Reading (Read to Achieve) and Math (Math Intervention Teacher), RTI (Response To Intervention), and the Gifted and Talented program.

The 21st Century Program provides before and after school programs that foster student success. One notable component of 21st Century is Homework Help, a before school program, that is provided to eliminate one of our home-school barriers. Some parents are not able to help their children with homework because of academic differences; therefore the Homework Help program addresses that need. Students who are struggling with homework or can't get help at home with the content that they need to be proficient in are provided additional academic support from a certified teacher who works individually with the students on their specific needs. Our after school programs include Reading Coaching (an intense program that focuses on Kindergarten and First Grade students to ensure that they learn their sight words and become independent readers), Math club (a program focuses on basic math skills, individualized instruction, and enrichment), Science club (a program that focuses on exposing students to the newly released science standards through experiments and hands on activities), Drama club (a program that focuses on the Arts and Humanities components to foster student performances and highlight student talents), Exercise and Nutrition club (a program that strives to provide students the tools needed to make and maintain a healthy life style through exercise and nutrition education), and Study Island (a program that is focused on students who have not yet reached proficiency in the areas of Math and Reading. It utilizes the computer based individualized program Study Island to pinpoint and address the needs of the students).

The Read To Achieve is an intense reading intervention program focused on primary students. Read To Achieve has two components: Reading Recovery and CIM (Comprehensive Intervention Model). Reading Recovery is an intense individualized program designed to accelerate reading growth in selected first grade students. CIM is a program geared toward utilizing reading strategies in a small group setting to enhance reading proficiency for intervention students.

The MIT (Math Intervention Teacher) is a program that provides rigorous math intervention for struggling primary aged students. The  
SY 2015-2016

students work in small groups with the intervention teacher to address their basic math skills needs such as, but not limited to, numeracy.

The RTI (Response To Intervention) is a program that is established in each classroom. The classroom teachers address the needs of individual students through small group instruction and progress monitoring. As the teacher works with students, they are progress monitored each week to track progress. If progress is taking place, the student will eventually be exited from RTI. If progress is not taking place, the teacher will change intervention strategies, progress monitor further, or move that student to the next tier to be tested for special education.

The Gifted and Talented program is in place to address the needs of those students who are identified as gifted and talented. Teachers provide services within the classroom to meet then needs of these students. In addition, the Board of Education has also put into place an outreach program for gifted and talented. Each month, the Gifted and Talented Coordinator travels to each elementary school and works with the gifted and talented students on projects that provide enrichment for those students.

Our staff, both at the school level and the district level, have high expectations for all students. We provide a learning environment that allows all students to reach their highest potentials. We strive to create an environment that fosters the desire to improve every day. The staff is constantly analyzing data to eliminate gaps in academic achievement levels and implementing strategies that will continue to enhance the learning experiences of all students at Boston Elementary.

## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Our K-PREP score for the 2014-2015 school year was 61.6. This is a loss of 6.1 from the 2013-2014 school year. While we did in fact decline and are in the Needs Improvement category, the staff is working diligently to improve educational opportunities and increase the rigor of instruction in our classrooms. We will use this situation as a tool for improvement. It is our goal and intent to address all areas of need and we are 100% committed to making sure that the students of Boston Elementary are provided nothing less than the best in all areas to ensure improvement.

While test scores show that we are in the Needs Improvement category, the students and staff at Boston Elementary deserve to be recognized for their notable achievements. Let's start first with athletics: Our 2015-2016 fifth/sixth grade football team finished as Season Runner Ups. They also participated in our District Football Bowl. After a long season, they finished up as District Bowl Runner Ups. Not too bad for a team of only 14 players. In similar fashion, our 2015-2016 fifth/sixth grade Girls Basketball Team also finished well in their season. Our fifth/sixth grade team consisted of only 2 sixth grade girls and 1 fifth grade girl. Therefore, the coach had to utilize the players from the third/fourth grade team to be able to compete. With that said, this seemingly impossible team dribbled on to do amazing things. This team finished the season as Co-Champions in our district, falling in only 1 season game. They continued onto tournament play. With each tournament victory, they secured themselves a spot in the championship game. At the conclusion of the tournament, they emerged as Tournament Runner Ups. Again, great things were accomplished with such a small team. Now, let's shift our attention to the focus of any school -- academics. Our percent of Proficient/Distinguished in third grade increased from 53.1% in 2013-2014 to 58.6% in 2014-2015 and in sixth grade increased from 50.0% in 2013-2014 to 52.2% in 2014-2015. In math, our percent of Proficient/Distinguished in third grade increased from 31.3% in 2013-2014 to 58.6% in 2014-2015 and in fifth grade increased from 31.0% in 2013-2014 to 44.8% in 2014-2015. Another data source that is worth mentioning is MAP testing. After completing two testing windows, we are seeing student growth in reading and math. In reading on a school-wide scale, we have decreased the percent of students scoring novice from 50.7% to 43.9%. In addition, we have increased the percent of students scoring apprentice, proficient, and distinguished. The percent of student scoring apprentice has increased from 22.4% to 23.6%. The percent of students scoring proficient has increased from 19.7% to 23.6%. The percent of students scoring distinguished has increased from 7.2% to 8.9%. In math, our grade level achievements are to be noted. In third grade, the percent of students scoring apprentice decreased from 37.5% to 24.2%, while the percent of students scoring proficient increased from 28.1% to 33.3%. In fifth grade, the percent of students scoring apprentice increased from 48.1% to 53.8%. In sixth grade, the number of students scoring apprentice decreased from 37.5% to 29.2%, while the number of students scoring proficient increased from 29.2% to 33.3% and distinguished increased from 0% to 4.2%. These gains are evidence that improvements are taking place. Another notable achievement is the success of our students on our academic team. One of our team members placed 1st in the written assessment in Language Arts and another team member place 3rd in written assessment in science during our District Academic Tournament. Our students are working hard to make improvements. With that said, we cant' forget our faithful, hardworking teachers. We want to recognize them for their achievement as well. We currently have two classroom teachers serving on the LDC (Literacy Design Collaborative) and MDC (Math Design Collaborative). This is worthy to mention because it shows the ability of our teachers to be teacher leaders and program facilitators. In addition, we have several staff members who serve as teacher representatives on our district teams for all grade levels. Their purpose is to collaborate with teachers throughout the district to create and facilitate grade level curriculum maps and grade level materials that are shared with all teachers in the district.

In the next three years, we are seeking an improvement in the achievement, gap and growth areas to increase our scores each year. Throughout the next three years, we will be implementing several changes to foster improved overall achievement. Some changes that are and have been implemented include: a data room, scrimmage testing, PLC meetings, and we will continue writing across the curriculum.

The data room that we have established is used for posting and analyzing all test data. We meet in this room once a week to discuss data and make plans for improvement. Scrimmage testing will take place to allow our students to become familiar with testing expectations and to allow teachers and administrators to analyze data and plan for improvements. PLC meetings take place each week to enhance instruction through collaboration among colleagues, discussion and development of instructional strategies, and reflection to foster an environment of continuous improvement. Writing across the curriculum will impact all aspects of learning. It will expose students to various content and situations while writing for authentic purposes and authentic audiences. In addition to the above mentioned changes, we will have continued support from our 21st Century program and our Family Resource Center (FRC). Our 21st Century Program meets four times a week. Students are involved in activities that are fun and focus on learning. This program has is beneficial in improving test scores. Our Family Resource provides our students with many programs and opportunities that also support student learning. The FRC brings many programs to our students such as performances for the high school drama team. In addition, the collaborate with many community sources to provide for our students. They work closely with Mountain Outreach, Cedarridge Ministries, local businesses, and many other community stakeholders to ensure that the needs of our students are met. FRC has also implemented The Backpack program. Students are allowed to take a backpack home with them on Friday full of healthy food that can be prepared easily. Students are not going hungry and are better prepared to learn.

Program Review is another area that we will focus on to foster improvement. We are taking this opportunity to use the information set forth in the Program Reviews to improve our instructional practices. We will continue to focus on Program Reviews in Writing, Arts and Humanities, Practical Living/Career Studies, K-3 Program, and World Languages. This intense look into our programs allows us to make constant improvements and adapt instruction as need to ensure that we are meeting the needs of our 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.**

Boston Elementary is dedicated to providing our students with the best education possible. We are fortunate to have dedicated staff members, parents, and community support. This will enable our school to reach proficiency. To promote success and learning, we offer many activities to our students and stakeholders that encourage and foster student improvement and achievement. Below are some of these activities that we offer.

Our 21st Century Program offers acceleration, as well as remediation through after-school clubs. We have family night once a month and rotate reading and math activities. Parents and guardians are permitted to come out and participate in activities with the students. Our FRC (Family Resource Center) provides assistance to needy students and families and works to reduce barriers to learning. Our SBDM council takes an active role to ensure that we offer an education that meets the needs of all students. Boston PTO provides support to our students to encourage attendance and high academic performance.

Students also have the opportunity to be involved in many after school and extracurricular activities. We provide many activities, such as: 21st Century clubs, basketball, football, soccer, cheerleading, 4-H, and the academic team. Each of these offerings are provided for students to participate in if they choose. We promote participation to improve student's personal and academic well-being. Students often feel a sense of success if they participate in after school activities. They foster discipline and dedication which are both attributes that will also improve academics.

In the classrooms, we are implementing 'Focused Instructional Groups'. These groups are intentional and rigorous to address the reading and math needs of our students. Classroom teachers, along with collaborating teachers and instructional assistants, work together to provide intense instruction and strategic intervention to students who are not mastering content. It is the goal of these focused groups to improve student achievement and foster improved instruction in our school.

In addition to our programs and activities, our students should be commended on their achievements. As indicated by the 2014-2015 K-PREP data, in reading our percent of Proficient/Distinguished in third grade increased from 53.1% in 2013-2014 to 58.6% in 2014-2015 and in sixth grade increased from 50.0% in 2013-2014 to 52.2% in 2014-2015. In math, our percent of Proficient/Distinguished in third grade increased from 31.3% in 2013-2014 to 58.6% in 2014-2015 and in fifth grade increased from 31.0% in 2013-2014 to 44.8% in 2014-2015. We are making steady gains to reach proficiency by 2017. Our goal is to continue to improve and to make changes to address our areas of need.

## **2015-2016 Goals and Plans**

## **Overview**

### **Plan Name**

2015-2016 Goals and Plans

### **Plan Description**

The Comprehensive School Improvement Plan at Boston Elementary establishes a roadmap to guide school stakeholders as they focus their efforts on priority needs that must be addressed to improve student achievement and reach our delivery targets. This planning process uses student assessment data, state educational reports, school demographics, and survey data to identify all areas of need. Achievement goals are clearly outlined with objectives for each goal, as well as instructional and organizational strategies. The plan guides all decisions-making to allocate school resources toward improving student achievement in all areas, closing achievement gaps, ensuring that all students achieve proficiency, and developing highly effective teachers and principals.



## 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 from 45.2% in 2015 to 69.3% in 2019.	Objectives: 1 Strategies: 6 Activities: 19	Organizational	\$122500
2	Increase the average combined reading and math K-PREP scores from 46.4% to 70.6% in 2019.	Objectives: 1 Strategies: 4 Activities: 11	Organizational	\$122500
3	Decrease the percentage of students scoring novice in reading by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$122500
4	Decrease the percentage of students scoring novice in math by 50% by 2020.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$122500
5	Increase the success of Managing Student Behavior on the TELL Kentucky survey and/or Val-Ed survey from 89.5% to 91% by 6/30/2016 to make improvements at Boston Elementary.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
6	Increase the overall Total Program Review score from 32.4% in 2014-2015 to 33.0% in 2015-2016 as measured by the KDE Program Review scoring rubric.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0

## Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 45.2% in 2015 to 69.3% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets..

### Strategy 1:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal
Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, Board Resource Personnel

### Strategy 2:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Activity - Test Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2015	06/30/2016	\$0	No Funding Required	Classroom teachers, intervention specialists, and Principal

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Activity - Grade Level Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Classroom teachers, intervention specialists, and Principal. In addition, district support staff will be available to provide input on improvement strategies during weekly PLCs.

**Strategy 3:**

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Activity - Writing Scrimmage	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	11/02/2015	06/30/2016	\$0	No Funding Required	Classroom teachers, intervention specialists, and Principal

Activity - Writing Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need, and note strengths of the writings.	Academic Support Program	11/02/2015	06/30/2016	\$0	No Funding Required	Classroom teachers, intervention specialists, and Principal

**Strategy 4:**

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

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Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Kindergarten Teacher and Principal
Activity - Transitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/17/2015	06/30/2016	\$0	No Funding Required	Preschool teachers, kindergarten teachers, principal
Activity - Parent Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/17/2015	06/30/2016	\$0	No Funding Required	Preschool staff, kindergarten teachers, and the principal

### Strategy 5:

Parent / Stakeholder Involvement - Efforts are made to provide parents/guardians opportunities to take part in the education of their child. Parent involvement will foster a team effort that will allow the school to maintain a strong support system. The support system is made up of parents/guardians, stakeholders, and school personnel working together to increase student achievement and ensure that our students receive the best educational opportunities possible. In addition, this support system will ensure all needs of our students are met.

Category: Stakeholder Engagement

Activity - PAVE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0	No Funding Required	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal

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Activity - Parent Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0	No Funding Required	FRC, Community members, PAVE Volunteers, School level volunteers, Principal
Activity - Family Reading and Math Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0	No Funding Required	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches
Activity - Community Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.

### Strategy 6:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Grant Funds	Teachers, 21st Century Coordinator (Ginger Downs), Principal

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Activity - Read To Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff
Activity - District Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers, District Support Staff
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	General Fund	Classroom teachers, Principal, District Technology Coordinator
Activity - Plan of Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**KDE Comprehensive School Improvement Plan**

Boston Elementary School

<p>To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.</p>	<p>Professional Learning, Academic Support Program</p>	<p>08/17/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal</p>
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**Goal 2: Increase the average combined reading and math K-PREP scores from 46.4% to 70.6% in 2019.**

**Measurable Objective 1:**

collaborate to increase overall reading and math proficiency ratings for Boston Elementary from 46.4% to 53% by 06/30/2016 as measured by K-PREP delivery targets..

**Strategy 1:**

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data (MAP, STAR, state assessments and classroom assessments) to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleges who will be assisting during the group times.

Category: Continuous Improvement

Activity - Group Establishment and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.</p>	<p>Academic Support Program</p>	<p>08/17/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers</p>

**Strategy 2:**

PLC (Professional Learning Community) - Teachers will collaborate with colleagues, at the school level and the district level, in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

## KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Analyzing Test Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, and K-PREP.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal

Activity - Proficiency Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC members (which includes teachers, intervention specialists, the Principal, and district support staff) will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis. Each week, in PLC meetings, the PLC members will refer to and update as needed the information displayed in the Data Room. The focus will be on improvement and planning for proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Intervention Specialists, Principal, and District Support Staff

### Strategy 3:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Activity - Grade Level Test Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Intervention Specialists, Principal, District Support Staff

Activity - Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal

### Strategy 4:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Other	Teachers, Principal, Ginger Downs



# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, RTA teacher - Ginger Downs, District Support Staff
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, Math Intervention teacher -- Lucinda Daniels, District Support Staff
Activity - District Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/10/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers, District Support Staff
Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	General Fund	Classroom teachers, Principal, District Technology Coordinator
Activity - Plan of Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## KDE Comprehensive School Improvement Plan

Boston Elementary School

<p>To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.</p>	<p>Professional Learning, Academic Support Program</p>	<p>08/17/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal</p>
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### Goal 3: Decrease the percentage of students scoring novice in reading by 50% by 2020.

#### Measurable Objective 1:

collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

#### Strategy 1:

Highly Qualified Teachers and Paraeducators - All teachers and paraeducators will be highly qualified according to required guidelines.

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals, SBDM Council and district level administration will review highly qualified guidelines.</p>	<p>Policy and Process</p>	<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals District Administration SBDM Council</p>

Activity - Highly Qualified Report	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals will complete yearly Highly Qualified report.</p>	<p>Policy and Process</p>	<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Principals</p>

Activity - Highly Qualified Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs</p>	<p>Professional Learning</p>	<p>07/01/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Paula Rickett Kim Creekmore Principals</p>

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Recruitment and Retention of Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals SBDM Council District Administrators

## Strategy 2:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Grant Funds	Teachers, 21st Century Coordinator (Ginger Downs), Principal

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff

Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff

Activity - District Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Boston Elementary School

The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers, District Support Staff
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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	General Fund	Classroom teachers, Principal, District Technology Coordinator

Activity - Plan of Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

## Goal 4: Decrease the percentage of students scoring novice in math by 50% by 2020.

### Measurable Objective 1:

collaborate to decrease the number of students scoring novice by 10% by 06/30/2016 as measured by the School Report Card.

### Strategy 1:

Highly Qualified Teachers and Paraeducators - All teachers and para-educators will be highly qualified according to required guidelines

Category: Continuous Improvement

Activity - Highly Qualified Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

Boston Elementary School

Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, District Administration, SBDM Council
<b>Activity - Highly Qualified Report</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>
Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Principals
<b>Activity - Highly Qualified 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>
Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Paula Rickett, Kim Creekmore, Principals
<b>Activity - Recruitment and Retention of Highly Qualified Teachers</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>
Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	No Funding Required	Principals, SBDM Council, District Administrators

### Strategy 2:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

<b>Activity - 21st Century Program</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>
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Grant Funds	Teachers, 21st Century Coordinator (Ginger Downs), Principal
<b>Activity - Read To Achieve</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>

# KDE Comprehensive School Improvement Plan

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Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff
<b>Activity - Math Intervention</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>
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency	Academic Support Program	08/17/2015	06/30/2016	\$50000	Other	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff
<b>Activity - District Support Staff</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>
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0	No Funding Required	Principal, Teachers, District Support Staff
<b>Activity - Technology</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 integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	General Fund	Classroom teachers, Principal, District Technology Coordinator
<b>Activity - Plan of Support</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>

**KDE Comprehensive School Improvement Plan**

Boston Elementary School

<p>To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.</p>	<p>Professional Learning, Academic Support Program</p>	<p>08/17/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal</p>
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**Goal 5: Increase the success of Managing Student Behavior on the TELL Kentucky survey and/or Val-Ed survey from 89.5% to 91% by 6/30/2016 to make improvements at Boston Elementary.**

**Measurable Objective 1:**

collaborate to increase the success of Managing Student Behavior from 89.5% to 91% by 06/30/2016 as measured by the TELL Kentucky survey and/or Val-Ed survey..

**Strategy 1:**

Address Student Behavior/Conduct - Principal will collaborate with teachers to review student behavior/conduct as it pertains to instruction and safety in the classroom and school.

Category: Continuous Improvement

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All Boston Staff will have the opportunity to participate in professional development sessions related to Classroom Management and Positive Behavior Supports.</p>	<p>Professional Learning</p>	<p>08/11/2015</p>	<p>06/30/2016</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, Principal, District Support Staff</p>

Activity - Collaborate with Behavior Consultant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will have the opportunity to collaborate with Behavior Consultant, Jim Feger. The intent and purpose of the professional learning opportunity is to address student behavior/conduct, to evaluate the current status of student behavior/conduct, and to formulate improvement plans for continual and consistent improvement.</p>	<p>Professional Learning</p>	<p>10/07/2015</p>	<p>10/08/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Teachers, Principal, District Support Staff,</p>

**KDE Comprehensive School Improvement Plan**

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Activity - Collaborate with District Special Education Personnel	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have the opportunity to collaborate with District Special Education Staff to address student behavior/conduct. Through the collaboration, they will focus on behavioral needs of students, formulate a plan to address those needs, and relay the plan to all those involved. Once the plan is formulated, the Principal will monitor the implementation and progress.	Professional Learning, Behavioral Support Program	08/11/2015	06/30/2016	\$0	No Funding Required	Teachers, Principal, District Special Education Staff, District Support Staff

## Goal 6: Increase the overall Total Program Review score from 32.4% in 2014-2015 to 33.0% in 2015-2016 as measured by the KDE Program Review scoring rubric.

**Measurable Objective 1:**

collaborate to conduct an internal Program Review in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 Program, and World Languages to increase the Total Program Review score from 32.4 in 2014-2015 to 33.0 in 2015-2016 by 05/31/2016 as measured by the KDE Program Review scoring rubric.

**Strategy 1:**

Document Program Review - Teachers will collect and submit evidence related to each program under review: Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 program, and World Languages.

Category: Continuous Improvement

Activity - Evidence Compilation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers plan, collect, document, and submit evidence to assure that all students have access and opportunity to quality instruction in Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 program, and World Languages.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, District Support Staff

**Strategy 2:**

Analyze Program Review - The Program Review committees and Program Review managers will review and evaluate all evidence collected and submitted.

Category: Continuous Improvement

Activity - Evaluate Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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# KDE Comprehensive School Improvement Plan

Boston Elementary School

The Program Review committees, Program Review managers, Principal, and District Support Staff will submit ratings and rationale information into the ASSIST tool once all evidence is compiled and reviewed.	Academic Support Program	08/17/2015	05/31/2016	\$0	No Funding Required	Teachers, Principal, SBDMC, District Support Staff, and FRC (as it applies to FRC mission/directive)
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
21st Century Program	The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Teachers, 21st Century Coordinator (Ginger Downs), Principal
21st Century Program	The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Teachers, 21st Century Coordinator (Ginger Downs), Principal
21st Century Program	The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Teachers, 21st Century Coordinator (Ginger Downs), Principal
<b>Total</b>					<b>\$60000</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, Math Intervention teacher -- Lucinda Daniels, District Support Staff

# KDE Comprehensive School Improvement Plan

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Read To Achieve	Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff
Read To Achieve	Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff
21st Century Program	The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000	Teachers, Principal, Ginger Downs
Math Intervention	Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff
Math Intervention	Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff
Read To Achieve	Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, RTA teacher - Ginger Downs, District Support Staff
Read To Achieve	Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff

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Math Intervention	Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff
<b>Total</b>					<b>\$420000</b>	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology	Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	Classroom teachers, Principal, District Technology Coordinator
Technology	Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	Classroom teachers, Principal, District Technology Coordinator
Technology	Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	Classroom teachers, Principal, District Technology Coordinator

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Technology	Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program, Technology	08/17/2015	06/30/2016	\$2500	Classroom teachers, Principal, District Technology Coordinator
<b>Total</b>					\$10000	

## No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluate RTI Interventions	Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Principal, Board Resource Personnel
Grade Level Test Development	Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Intervention Specialists, Principal, District Support Staff
Professional Development Opportunities	All Boston Staff will have the opportunity to participate in professional development sessions related to Classroom Management and Positive Behavior Supports.	Professional Learning	08/11/2015	06/30/2016	\$0	Teachers, Principal, District Support Staff
Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines	Policy and Process	07/01/2015	06/30/2016	\$0	Principals, District Administration, SBDM Council
Transitions	Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/17/2015	06/30/2016	\$0	Preschool teachers, kindergarten teachers, principal
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett, Kim Creekmore, Principals

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Highly Qualified Status	Principals, SBDM Council and district level administration will review highly qualified guidelines.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals District Administration SBDM Council
Collaborate with Behavior Consultant	Teachers will have the opportunity to collaborate with Behavior Consultant, Jim Feger. The intent and purpose of the professional learning opportunity is to address student behavior/conduct, to evaluate the current status of student behavior/conduct, and to formulate improvement plans for continual and consistent improvement.	Professional Learning	10/07/2015	10/08/2015	\$0	Teachers, Principal, District Support Staff,
Parent Transition	Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/17/2015	06/30/2016	\$0	Preschool staff, kindergarten teachers, and the principal
Writing Analysis	Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need, and note strengths of the writings.	Academic Support Program	11/02/2015	06/30/2016	\$0	Classroom teachers, intervention specialists, and Principal
Test Development	Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2015	06/30/2016	\$0	Classroom teachers, intervention specialists, and Principal
Analyzing Test Data	Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, and K-PREP.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Principal
Plan of Support	To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

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Plan of Support	To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Loral Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal
Group Establishment and Planning	Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers
Grade Level Test Analysis	Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0	Classroom teachers, intervention specialists, and Principal. In addition, district support staff will be available to provide input on improvement strategies during weekly PLCs.
Plan of Support	To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Loral Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

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Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals, SBDM Council, District Administrators
Highly Qualified Professional Development	Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs	Professional Learning	07/01/2015	06/30/2016	\$0	Paula Rickett Kim Creekmore Principals
Monitor RTI Interventions	Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal
PAVE	PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal
Writing Scrimmage	All students in grades K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	11/02/2015	06/30/2016	\$0	Classroom teachers, intervention specialists, and Principal
Parent Workshops	The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0	FRC, Community members, PAVE Volunteers, School level volunteers, Principal
Highly Qualified Report	Principals will complete yearly Highly Qualified Report	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
District Support Staff	The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, Teachers, District Support Staff



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District Support Staff	The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, Teachers, District Support Staff
Community Outreach	Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.
Collaborate with District Special Education Personnel	Teachers will have the opportunity to collaborate with District Special Education Staff to address student behavior/conduct. Through the collaboration, they will focus on behavioral needs of students, formulate a plan to address those needs, and relay the plan to all those involved. Once the plan is formulated, the Principal will monitor the implementation and progress.	Professional Learning, Behavioral Support Program	08/11/2015	06/30/2016	\$0	Teachers, Principal, District Special Education Staff, District Support Staff
Family Reading and Math Nights	Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches
Recruitment and Retention of Highly Qualified Teachers	Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress	Recruitment and Retention	07/01/2015	06/30/2016	\$0	Principals SBDM Council District Administrators
District Support Staff	The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/10/2015	06/30/2016	\$0	Principal, Teachers, District Support Staff
Test Analysis	Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Principal

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Screening	Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/17/2015	06/30/2016	\$0	Kindergarten Teacher and Principal
Plan of Support	To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Professional Learning, Academic Support Program	08/17/2015	06/30/2016	\$0	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Loral Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal
District Support Staff	The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0	Principal, Teachers, District Support Staff
Evaluate Program Review	The Program Review committees, Program Review managers, Principal, and District Support Staff will submit ratings and rationale information into the ASSIST tool once all evidence is compiled and reviewed.	Academic Support Program	08/17/2015	05/31/2016	\$0	Teachers, Principal, SBDMC, District Support Staff, and FRC (as it applies to FRC mission/directive)
Highly Qualified Report	Principals will complete yearly Highly Qualified report.	Policy and Process	07/01/2015	06/30/2016	\$0	Principals
Proficiency Planning	PLC members (which includes teachers, intervention specialists, the Principal, and district support staff) will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis. Each week, in PLC meetings, the PLC members will refer to and update as needed the information displayed in the Data Room. The focus will be on improvement and planning for proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$0	Teachers, Intervention Specialists, Principal, and District Support Staff
Evidence Compilation	Teachers plan, collect, document, and submit evidence to assure that all students have access and opportunity to quality instruction in Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 program, and World Languages.	Academic Support Program	08/17/2015	05/31/2016	\$0	Teachers, Principal, District Support Staff

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**Total**

\$0

# **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?**

### GRADES 3-6:

Kentucky Performance Rating for Educational Progress (K-PREP) results provide a wealth of information that must be disaggregated in order to answer questions that are relevant to student achievement and classroom performance. As we begin our data disaggregation, the following questions guide our analysis:

- \* Overall, how well did our students perform in each content area ?
- \* What content areas and/or subcategories of the content areas do we see as a strength?
- \* What content areas and/or subcategories of the content areas do we see as a need?
- \* How did each student group/subgroup perform in comparison to the overall score in each content area?
- \* How can we improve to foster student growth and performance?

The data tells us that our focus needs to be on increasing our ACHIEVEMENT score, GAP score, and GROWTH score. Based on our Learners Scores, our ACHIEVEMENT score was 17.9, our GAP score was 11.7, and our GROWTH score was 20.5. The reports are very informative. The individual student report provides a growth component that showcases growth of individual students compared to all Kentucky students in the same grade. This provides teachers with the opportunity to foster growth by focusing on the needs of individual students by offering instructional differentiation to address their needs.

The data does not provide us with specific examples of content standards that our students missed. We do have the content area and subcategories; however, it does not give specific examples that would allow us to address the misconceptions and improve instruction that would in turn lead to improved student achievement.

### GRADES K-2:

The Whitley County School District administers the IOWA assessment to all students in grades K-2. Looking at the data from this assessment, these questions guide our analysis:

- \* Overall, how well did our students perform in each content area ?
- \* What content areas and/or subcategories of the content areas do we see as a strength?
- \* What content areas and/or subcategories of the content areas do we see as a need?
- \* How did each student group/subgroup perform in comparison to the overall score in each content area?
- \* How can we improve to foster student growth and performance?

The IOWA data revealed that we need to focus on vocabulary, word analysis, and math skills and computation in grades K-2. Data revealed in kindergarten, our students scored in the 79th percentile in vocabulary; 82nd percentile in word analysis; and 89th percentile in math. Our first grade students scored in the 51st percentile in reading; 49th percentile in word analysis; and 60th percentile in math computation. Our second grade students scored in the 27th percentile in language; 24th percentile in word analysis; and 53rd percentile in math skills and computation. With that data, we will work throughout the upcoming year to address these needs and to improve instruction. The data does not, however, provide specific examples of standards that our students need to work on and we are collaborating and utilizing formative

assessment results to help identify specific needs. Our efforts will be implemented into improved instructional strategies in the classroom.

The TELL Kentucky Survey provides educators with data, tools and direct support to facilitate school improvement. In 2015, 100% of teachers responded to the survey which measured the use of time, facilities and resources, community support and involvement, managing student conduct, teacher leadership, school leadership, professional development, instructional practices and support, and an overall score. The TELL Survey identifies areas of strength as well as areas for improvement. However, the survey does not provide specific strategies focused specifically on our data. According to the 2015 TELL Survey results, 91% of teachers agree that overall our school is a great place to work and learn.

## **Areas of Strengths**

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

AREAS OF STRENGTH:

Our content areas of strength were reading and social studies. The data revealed that in reading 51.8% of our students scored proficient/distinguished. In particular, 56.7% of third grade students and 56.5% of sixth grade students scored proficient/distinguished in reading. The percentage of students scoring novice in reading was also low in third grade (10.0%) and sixth grade (17.4%). Data disaggregation revealed that the percentage of free and reduced students scored proficient/distinguished in reading was 60.9% in third grade and 58.8% in fifth grade. The percentage of our non-duplicated gap students who scored proficient/distinguished in reading was also higher than the district and state average in third grade (57.7%) and sixth grade (60.0%). The data revealed 50.0% of our fifth grade students scored proficient/distinguished in social studies. The percentage of students scoring novice in social studies was reduced to 13.3%.

56.7% of third grade students scored proficient/distinguished in math while the percentage of novice was reduced to 16.7%. The percentage of fifth grade students scoring novice in math was reduced to 13.3%. Data disaggregation also revealed that the percentage of females in third grade scoring proficient/distinguished in math was 73.3%. The percentage of students with disabilities that scored proficient/distinguished in math was 60.0%. The percentage of students making typical growth in math was 52.6%.

Other areas of strength worth noting are the willingness of our staff to analyze, adjust, and adapt to improve instruction; the willingness of our staff to collaborate with colleges at the school and district level to improve student achievement; and the desire of our staff to foster student success and achievement in all content areas.

According to the 2015 TELL Survey, our areas of strength lie in Facilities and Resources, Professional Development, and Community Support and Involvement. 100% of teachers agree that they have access to instructional technology, communication technology, and office equipment and supplies. 100% of teacher agree that their physical environment in the school supports teaching and learning. 100% of teachers agree that their professional development is data driven and that sufficient resources are available. 100% of teachers agree that professional development enhances teachers' abilities to support student learning. 100% of teachers agree that the school does a good job of encouraging parent/guardian involvement. 100% of teachers also agree that the community members are supportive of the school as well as the teachers and help contribute to their success with students.

To sustain the areas of strength, these actions are being implemented:

- \* Scrimmage Testing
- \* 21st Century Programs
- \* Study Island program
- \* Math Intervention
- \* Multiplication Competitions
- \* Timed assignments
- \* Accelerated Reading
- \* PLC's
- \* Progress Monitoring



- \* Formative Assessment
- \* TPGES
- \* Data Walls
- \* Individual Learning Plans for all students

## CELEBRATION POINTS:

All areas of program reviews received the maximum number of points with the highest scoring the K-3 Program Review with a score of 8.4.

In Reading, 24.1% of our third grade students scored distinguished.

In Reading, 60.9% of our free and reduced students in third grade scored proficient/distinguished which is higher than the district and state average scores.

In Reading, our non-duplicated gap students in third grade (at 57.7%) and sixth grade (at 60.0%) scored higher than the district and state average scores.

In Math, 60.0% of our students with disabilities scored proficient/distinguished..

## Opportunities for Improvement

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

Upon analyzing our K-PREP data, we note that our areas in need of improvement include:

- \* In Reading at all grade levels. We must focus on moving our students from novice to apprentice and from apprentice to proficient and distinguished. The data indicated that we had several student who were within a few points of moving up to the next level. We need to concentrate our efforts on moving students out of the novice category.
- \* In Math at all grade levels. We must focus on moving our students from novice to apprentice and from apprentice to proficient and distinguished. The data indicated that we had several student who were within a few points of moving up to the next level. We need to concentrate our efforts on moving students from their current category up to the next level.
- \* Although not tested, our efforts in science must be focused on implementing the new Science Standards. This must be done to prepare our students for the future assessments in science. To implement these new standards we will increase our use of hands-on activities and foster activities that engage students in higher level problem solving and thinking processes.
- \* In Social Studies, we need to be focused on moving students out of the novice category. Then, moving our apprentice students to the proficient and distinguished categories. In the classroom, we need to actively involve our students in real world activities, such as elections, trials, and civil duties.
- \* In On-Demand Writing, no students scored distinguished. Our concentration needs to center on moving students out of the novice and apprentice categories. To make this happen, we need to increase the frequency of our writing instruction. In that instruction, we need to include self evaluations, peer evaluations, and time to revise our writings. We also need to include real world writing situations, such as letters, articles, e-mails, blogs, and editorials.
- \* In Language Mechanics, our goal has to be to move students out of the novice category. Then focus efforts on students in the apprentice category to move them up to proficient/distinguished. For this to take place, we need to increase our frequency of Daily Oral Language instruction as well as self and peer evaluations of our sentences, paragraphs, and writings.
- \* According to the 2015 TELL Survey, our lowest areas were managing student conduct (89.5%), teacher leadership (90.8%), and time (91.9%).

Plans to improve our areas of need:

- \* Weekly PLC's focused on continuous improvement through the PDSA (Plan, Do, Study, Act) cycle.
- \* Data room meetings focused on analyzing student data and developing individual learning plans to move student learning forward
- \* Collaboration efforts vertically and horizontally in our school to improve instruction
- \* Collaboration efforts with school intervention specialists
- \* Collaboration efforts with District Reading, Math, and Writing specialists
- \* On going Professional Development opportunities that are readily available to teachers
- \* Professional Development focused on student behavior and classroom management
- \* Utilizing paraprofessionals to improve student achievement
- \* Continue common planning times to foster more focused and rigorous instruction
- \* Continue implementing Reading groups to improve Reading scores
- \* Scrimmage Testing
- \* 21st Century Programs

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- \* Learning Lab for math, language, reading, etc.
- \* Science Lab
- \* Timed assignments
- \* The use of Study Island to individualize instruction
- \* Effectively use the Accelerated Reader program
- \* TPGES

## **Conclusion**

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

Upon reviewing the data provided to us from Kentucky Performance Rating for Educational Progress assessment, many areas will be the focal point of improvement for the 2015-2016 school year. The next steps to addressing areas of concern will include:

- \* Boston staff will continue to collaborate and reflect upon teaching practices that are being used.
- \* Boston staff will do a self-reflection and also get input from colleagues.
- \* Boston staff will also be evaluated utilizing the Teacher Professional Evaluation and Effectiveness System.
- \* Boston staff will be involved in PLC's and data rooms that will allow them to see test data and to reflect on improvement.
- \* Boston staff will utilize scrimmage testing.
- \* Boston staff will analyze results of weekly and scrimmages tests by placing data on a spreadsheet that will be discussed during PLCs and collected by principal.
- \* The 21st Century Program will be providing math, reading, writing, and science activities after school.
- \* Boston staff will introduce new ways to better prepare our students for assessment by providing test-like situations for students in order to prepare them.
- \* Boston will focus on areas of improvement through continual review and reteaching.

# **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 success of Managing Student Behavior on the TELL Kentucky survey and/or Val-Ed survey from 89.5% to 91% by 6/30/2016 to make improvements at Boston Elementary.

**Measurable Objective 1:**

collaborate to increase the success of Managing Student Behavior from 89.5% to 91% by 06/30/2016 as measured by the TELL Kentucky survey and/or Val-Ed survey..

**Strategy1:**

Address Student Behavior/Conduct - Principal will collaborate with teachers to review student behavior/conduct as it pertains to instruction and safety in the classroom and school.

Category: Continuous Improvement

Research Cited:

Activity - Collaborate with District Special Education Personnel	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to collaborate with District Special Education Staff to address student behavior/conduct. Through the collaboration, they will focus on behavioral needs of students, formulate a plan to address those needs, and relay the plan to all those involved. Once the plan is formulated, the Principal will monitor the implementation and progress.	Professional Learning Behavioral Support Program	08/11/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, District Special Education Staff, District Support Staff

Activity - Professional Development Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Boston Staff will have the opportunity to participate in professional development sessions related to Classroom Management and Positive Behavior Supports.	Professional Learning	08/11/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, District Support Staff

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Activity - Collaborate with Behavior Consultant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have the opportunity to collaborate with Behavior Consultant, Jim Feger. The intent and purpose of the professional learning opportunity is to address student behavior/conduct, to evaluate the current status of student behavior/conduct, and to formulate improvement plans for continual and consistent improvement.	Professional Learning	10/07/2015	10/08/2015	\$0 - No Funding Required	Teachers, Principal, District Support Staff,

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

### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 45.2% in 2015 to 69.3% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets..

### Strategy1:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need, and note strengths of the writings.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

Activity - Writing Scrimmage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

### Strategy2:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research



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based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Kindergarten Teacher and Principal

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

**Strategy3:**

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal

Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel

**Strategy4:**

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Parent / Stakeholder Involvement - Efforts are made to provide parents/guardians opportunities to take part in the education of their child. Parent involvement will foster a team effort that will allow the school to maintain a strong support system. The support system is made up of parents/guardians, stakeholders, and school personnel working together to increase student achievement and ensure that our students receive the best educational opportunities possible. In addition, this support system will ensure all needs of our students are met.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading and Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	FRC, Community members, PAVE Volunteers, School level volunteers, Principal

Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal

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Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.

## Strategy5:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

Activity - Plan of Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Professional Learning Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff

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Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program Technology	08/17/2015	06/30/2016	\$2500 - General Fund	Classroom teachers, Principal, District Technology Coordinator

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000 - Grant Funds	Teachers, 21st Century Coordinator (Ginger Downs), Principal

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers, District Support Staff

## Strategy6:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

Activity - Test Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

Activity - Grade Level Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal. In addition, district support staff will be available to provide input on improvement strategies during weekly PLCs.

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

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 45.2% in 2015 to 69.3% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets..

**Strategy1:**

Parent / Stakeholder Involvement - Efforts are made to provide parents/guardians opportunities to take part in the education of their child. Parent involvement will foster a team effort that will allow the school to maintain a strong support system. The support system is made up of parents/guardians, stakeholders, and school personnel working together to increase student achievement and ensure that our students receive the best educational opportunities possible. In addition, this support system will ensure all needs of our students are met.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading and Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.

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Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	FRC, Community members, PAVE Volunteers, School level volunteers, Principal

## Strategy2:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Kindergarten Teacher and Principal

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Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

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

### Goal 1:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 45.2% in 2015 to 69.3% in 2019.

### Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets..

### Strategy1:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Scrimmage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

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Activity - Writing Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need, and note strengths of the writings.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

**Strategy2:**

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Kindergarten Teacher and Principal

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

**Strategy3:**

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel



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Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal

## Strategy4:

Parent / Stakeholder Involvement - Efforts are made to provide parents/guardians opportunities to take part in the education of their child. Parent involvement will foster a team effort that will allow the school to maintain a strong support system. The support system is made up of parents/guardians, stakeholders, and school personnel working together to increase student achievement and ensure that our students receive the best educational opportunities possible. In addition, this support system will ensure all needs of our students are met.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	FRC, Community members, PAVE Volunteers, School level volunteers, Principal

# KDE Comprehensive School Improvement Plan

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Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal

Activity - Family Reading and Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches

## Strategy5:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal. In addition, district support staff will be available to provide input on improvement strategies during weekly PLCs.

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Activity - Test Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

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

### Goal 1:

Increase the average combined reading and math K-PREP scores from 46.4% to 70.6% in 2019.

### Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for Boston Elementary from 46.4% to 53% by 06/30/2016 as measured by K-PREP delivery targets..

### Strategy1:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Research Cited:

Activity - Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal

Activity - Grade Level Test Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Intervention Specialists, Principal, District Support Staff

### Strategy2:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues, at the school level and the district level, in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

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Research Cited:

Activity - Analyzing Test Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, and K-PREP.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal

Activity - Proficiency Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members (which includes teachers, intervention specialists, the Principal, and district support staff) will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis. Each week, in PLC meetings, the PLC members will refer to and update as needed the information displayed in the Data Room. The focus will be on improvement and planning for proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Intervention Specialists, Principal, and District Support Staff

### Strategy3:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data (MAP, STAR, state assessments and classroom assessments) to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleges who will be assisting during the group times.

Category: Continuous Improvement

Research Cited:

Activity - Group Establishment and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers

### Strategy4:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

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Activity - Plan of Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Academic Support Program Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000 - Other	Teachers, Principal, Ginger Downs

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, Math Intervention teacher -- Lucinda Daniels, District Support Staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Technology Academic Support Program	08/17/2015	06/30/2016	\$2500 - General Fund	Classroom teachers, Principal, District Technology Coordinator

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Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, RTA teacher - Ginger Downs, District Support Staff

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 from 45.2% in 2015 to 69.3% in 2019.

## Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets..

## Strategy1:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Scrimmage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

Activity - Writing Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need, and note strengths of the writings.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

## Strategy2:

Parent / Stakeholder Involvement - Efforts are made to provide parents/guardians opportunities to take part in the education of their child.

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Parent involvement will foster a team effort that will allow the school to maintain a strong support system. The support system is made up of parents/guardians, stakeholders, and school personnel working together to increase student achievement and ensure that our students receive the best educational opportunities possible. In addition, this support system will ensure all needs of our students are met.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading and Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.

Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	FRC, Community members, PAVE Volunteers, School level volunteers, Principal

### Strategy3:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff

Activity - Plan of Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Academic Support Program Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal



# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Academic Support Program Technology	08/17/2015	06/30/2016	\$2500 - General Fund	Classroom teachers, Principal, District Technology Coordinator

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000 - Grant Funds	Teachers, 21st Century Coordinator (Ginger Downs), Principal

#### Strategy4:

Scrimmage Testing - Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data collected will provide the information needed to close the achievement gaps in all student groups.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of weekly assessment and scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal. In addition, district support staff will be available to provide input on improvement strategies during weekly PLCs.

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Test Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.	Academic Support Program	09/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

## Strategy5:

RTI (Response To Intervention) - Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Research Cited:

Activity - Monitor RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of RTI through walk throughs and progress monitoring journals.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal

Activity - Evaluate RTI Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During the collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, Board Resource Personnel

## Strategy6:

Kindergarten Readiness - The district in collaboration with other local agencies will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal educational environment.

Category: Early Learning

Research Cited:

Activity - Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Kindergarten Teacher and Principal

Activity - Transitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.	Policy and Process	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool teachers, kindergarten teachers, principal

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Parent Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Preschool staff, kindergarten teachers, and the principal

## Goal 2:

Increase the average combined reading and math K-PREP scores from 46.4% to 70.6% in 2019.

### Measurable Objective 1:

collaborate to increase overall reading and math proficiency ratings for Boston Elementary from 46.4% to 53% by 06/30/2016 as measured by K-PREP delivery targets..

### Strategy1:

Focused Instructional Groups - Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data (MAP, STAR, state assessments and classroom assessments) to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleges who will be assisting during the group times.

Category: Continuous Improvement

Research Cited:

Activity - Group Establishment and Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers

### Strategy2:

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, RTA teacher - Ginger Downs, District Support Staff

Activity - Plan of Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Academic Support Program Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000 - Other	Teachers, Principal, Ginger Downs

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, Math Intervention teacher -- Lucinda Daniels, District Support Staff

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/10/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers, District Support Staff

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Technology Academic Support Program	08/17/2015	06/30/2016	\$2500 - General Fund	Classroom teachers, Principal, District Technology Coordinator

### Strategy3:

PLC (Professional Learning Community) - Teachers will collaborate with colleagues, at the school level and the district level, in PLC meetings to formulate a plan for proficiency.

Category: Professional Learning & Support

Research Cited:

Activity - Analyzing Test Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, and K-PREP.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal

Activity - Proficiency Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC members (which includes teachers, intervention specialists, the Principal, and district support staff) will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis. Each week, in PLC meetings, the PLC members will refer to and update as needed the information displayed in the Data Room. The focus will be on improvement and planning for proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Intervention Specialists, Principal, and District Support Staff

### Strategy4:

Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

Category: Continuous Improvement

Research Cited:

Activity - Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal

**KDE Comprehensive School Improvement Plan**

Boston Elementary School

Activity - Grade Level Test Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Intervention Specialists, Principal, District Support Staff

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

N/A (this question does not apply)

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

N/A (this question does not apply)

**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 average combined reading and math proficiency ratings for all students in the non-duplicated gap from 45.2% in 2015 to 69.3% in 2019.

**Measurable Objective 1:**

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets..

**Strategy1:**

Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

Category: Continuous Improvement

Research Cited:

Activity - 21st Century Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.	Academic Support Program	08/17/2015	06/30/2016	\$20000 - Grant Funds	Teachers, 21st Century Coordinator (Ginger Downs), Principal

**KDE Comprehensive School Improvement Plan**

Boston Elementary School

Activity - Math Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, Math Intervention teacher (Lucinda Daniels), District Support Staff

Activity - Plan of Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To facilitate improvement, the Board of Education along with the Principal at Boston Elementary created a 'Plan of Support'. This Plan was created to ensure that all areas of need are addressed, monitored, and improved. Each area of need was identified and a strategic plan was formulated to address those needs. One strategic component of the Plan is the creation of individual learning plans. The individual learning plans will pinpoint the areas of need, strengths, and interventions specific for each student at Boston Elementary. The intent of the Plan is to improve instruction and student achievement.	Academic Support Program Professional Learning	08/17/2015	06/30/2016	\$0 - No Funding Required	District Support Staff (Paula Rickett, Kim Creekmore, Heather Stewart, Ruth Osborne, Laural Bowlin, Tammie Baird, Maleesha Hooper, etc), Teachers, Principal

Activity - District Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.	Academic Support Program	08/17/2015	06/30/2016	\$0 - No Funding Required	Principal, Teachers, District Support Staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will integrate digital and virtual resources that align with Common Core standards. These supplemental resources will allow instruction to be differentiated for each individual student. Classroom teachers will utilize all available technology (computer lab, mobile computer lab and mobile i-pad lab) to incorporate web-based technology programs to enhance instruction such as: AIMSweb, Accelerated Reader, Starfall, Class Dojo, Spelling City, IXL, Study Island, etc.	Technology Academic Support Program	08/17/2015	06/30/2016	\$2500 - General Fund	Classroom teachers, Principal, District Technology Coordinator

Activity - Read To Achieve	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.	Academic Support Program	08/17/2015	06/30/2016	\$50000 - Other	Teachers, Principal, RTA teacher (Ginger Downs), District Support Staff

# KDE Comprehensive School Improvement Plan

Boston Elementary School

## Strategy2:

Writing Across the Curriculum - Teachers in K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

Category: Continuous Improvement

Research Cited:

Activity - Writing Scrimmage	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

Activity - Writing Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During the analysis, teachers will search for gaps, areas of need, and note strengths of the writings.	Academic Support Program	11/02/2015	06/30/2016	\$0 - No Funding Required	Classroom teachers, intervention specialists, and Principal

## Strategy3:

Parent / Stakeholder Involvement - Efforts are made to provide parents/guardians opportunities to take part in the education of their child. Parent involvement will foster a team effort that will allow the school to maintain a strong support system. The support system is made up of parents/guardians, stakeholders, and school personnel working together to increase student achievement and ensure that our students receive the best educational opportunities possible. In addition, this support system will ensure all needs of our students are met.

Category: Stakeholder Engagement

Research Cited:

Activity - Family Reading and Math Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month, Boston Elementary will host reading/math nights to increase parent/stakeholder/community involvement in the learning process. Family reading/math nights encourage parents to take an active role in the educational processes. Reading and Math Interventionists create engaging activities for parents and students to participate in. These activities are specifically designed to promote literacy and the understanding of mathematical concepts.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	RTA teacher, MIT teacher, Principal, District Reading/Math Coaches



# KDE Comprehensive School Improvement Plan

Boston Elementary School

Activity - PAVE	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PAVE (Parents As Volunteer Educators) is an established and successful volunteer program organized by Title 1 school/Home/Community Liaison. Volunteers are required to sign-up through PAVE and complete forms before becoming a volunteer. The main goal of PAVE is to encourage parents, guardians, relatives, and community members to become volunteer educators. Documented volunteer hours make an impact in the success of parents and community involvement programs. We also use volunteer hours on consolidated plans, school report cards, and during local and state volunteer recognitions. Grant writers also use documented volunteer hours to help bring more funding into our schools. Criminal background reports are obtained on all volunteers before they are allowed to participate in any school activity.	Parent Involvement	08/17/2015	06/30/2016	\$0 - No Funding Required	Title I, Board Community Liaison, Teachers, Family Resource Coordinator, Principal

Activity - Parent Workshops	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will organize and host parent workshops throughout the school year. To organize these workshops, the FRC will collaborate with community members and resources to provide meaning sessions that will have a positive impact on our students. The purpose of these workshops is to assist parents and guardians. The workshops focus on, but are not limited to, understanding student data, supporting student school work, and sharing resources that will improve the lives of our families.	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	FRC, Community members, PAVE Volunteers, School level volunteers, Principal

Activity - Community Outreach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Boston Elementary will increase community communication, outreach, and involvement in an effort to foster student support and enrichment. Because our school is a community focal point, we strive to involve all stakeholders. To accomplish this goal, we will provide home/community/school communications through the District Ed News, local newspapers, our school website, the district website, flyers, notes sent home, community postings, emails, Blackboard Connection communications (school and district level), and social media posts (PTO page).	Community Engagement	08/17/2015	06/30/2016	\$0 - No Funding Required	Teachers, Principal, school public relations personnel, district public relations personnel, FRC, PTO, and SBDM council.

**Goal 2:**  
 Increase the overall Total Program Review score from 32.4% in 2014-2015 to 33.0% in 2015-2016 as measured by the KDE Program Review scoring rubric.

**Measurable Objective 1:**  
 collaborate to conduct an internal Program Review in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 Program, and World Languages to increase the Total Program Review score from 32.4 in 2014-2015 to 33.0 in 2015-2016 by 05/31/2016 as measured by the KDE Program Review scoring rubric.

# KDE Comprehensive School Improvement Plan

Boston Elementary School

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## Strategy1:

Document Program Review - Teachers will collect and submit evidence related to each program under review: Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 program, and World Languages.

Category: Continuous Improvement

Research Cited:

Activity - Evidence Compilation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers plan, collect, document, and submit evidence to assure that all students have access and opportunity to quality instruction in Arts and Humanities, Practical Living/Career Studies, Writing, the K-3 program, and World Languages.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, District Support Staff

## Strategy2:

Analyze Program Review - The Program Review committees and Program Review managers will review and evaluate all evidence collected and submitted.

Category: Continuous Improvement

Research Cited:

Activity - Evaluate Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Program Review committees, Program Review managers, Principal, and District Support Staff will submit ratings and rationale information into the ASSIST tool once all evidence is compiled and reviewed.	Academic Support Program	08/17/2015	05/31/2016	\$0 - No Funding Required	Teachers, Principal, SBDMC, District Support Staff, and FRC (as it applies to FRC mission/directive)

## **Phase II KDE Assurances - School**

## **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	October 28, 2015 was our early release day. The day was intentionally set aside for the purpose of analyzing test data to review academic data for all students and assess the our needs. In addition, we continued our data analysis on November 3, 2015.	

<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	We collaborated with the District Reading, Writing, and Math specialists. In addition, we collaborated the District G/T coordinator.	

<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	Preschool/Kindergarten meeting takes place at the end of each school year to ensure a smooth transition from preschool to kindergarten.	

<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	Teachers participated in Professional Learning opportunities focused on differentiated instruction and learning, learning center principles, MAP, formative assessment, classroom management, and behavior supports, and AIMSweb.	

# KDE Comprehensive School Improvement Plan

Boston Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	To recruit highly qualified teachers, we engage possible employment candidates by giving the opportunity to substitute teach. During these substituting opportunities, these potential candidates are observed and evaluated utilizing the TPGES standards and domains to determine future employment in the event that we have an opening and funds to hire a new teacher. To retain highly qualified teachers, we strive to offer a school that is welcoming and provides teachers with classrooms that are conducive to student and teacher success.	

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

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	We have implanted a school wide newsletter (Eagle Express) that is sent to parents. In addition, we implemented the use of Remind (a text delivery system that allows parents to receive announcements and updates of events and activities through texts). We also utilized Blackboard Connect (an all call system that allows school administrators to send recorded messages pertaining to school activities to each student household). In addition, Open House and Parent/Teacher Conferences are scheduled throughout the school year for the purpose of communicating with parents and students.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	To foster the improvement planning process, we have implemented teachers meeting (as needed, but no less than monthly), weekly Data Room meetings, and weekly PLC meetings.	

# KDE Comprehensive School Improvement Plan

Boston Elementary School

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	Each year the Whitley County School District provides Professional Development Sessions that provide appropriate professional learning activities/opportunities for staff members who will be serving students. The sessions for the 2015-2016 school year took place on August 11, 12, and 13, 2015. Also, professional development opportunities are offered throughout the school year. In addition to district/school offered professional development, all staff members have access to KDE professional learning opportunities.	

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	The SBDM council reviews and approves the Comprehensive School Improvement Plan (CSIP).	

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	During our early release day, the school staff, along with District Support Staff, analyzed data to review academic achievement and to develop a plan to address the needs our students.	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Identified students are provided services through the Math Intervention program and the Read To Achieve grant program. Tier two students are progress monitored through AIMSweb.	

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		

# KDE Comprehensive School Improvement Plan

Boston 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	Programs that we coordinate with and integrate are: Title I, IDEA, Gifted and Talented, Read to Achieve, Math Grant, and the 21st Century program.	

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		



**KDE Comprehensive School Improvement Plan**

Boston Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Each year the Whitley County School District provides Professional Development Sessions that provide appropriate professional learning activities/opportunities for staff members who will be serving students. The sessions for the 2015-2016 school year took place on August 11, 12, and 13, 2015. Also, professional development opportunities are offered throughout the school year. In addition to district/school offered professional development, all staff members have access to KDE professional learning opportunities.	

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	The Comprehensive School Improvement Plan (CSIP) can be located on our district web page. <a href="http://www.whitley.kychoools.us/WWhitley_Board/centraloffice/plans.html">http://www.whitley.kychoools.us/WWhitley_Board/centraloffice/plans.html</a>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	To date, this has not been an issue at Boston Elementary.	

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

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

**KDE Comprehensive School Improvement Plan**

Boston Elementary School

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

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

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

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

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

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

# **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?**

To complete the Missing Piece diagnostic, the following stakeholders were engaged:

Carolyn Lawson, Principal

Ginger Downs, Teacher (RTA/CIM)

Lucinda Daniels, Teacher (MIT)

Genia Rose, Teacher (K)

Mary Haddix, Teacher (1st)

Barbara Lawson, Teacher (1st)

Tammy Fuson, Teacher (2nd)

Janel Cupp, Teacher (2nd)

Heather Roaden, Teacher (3rd)

Amy Walters, Teacher (3rd)

Heather Clear, Teacher (4th)

Chris Johnson, Teacher (5th)

April Bowman, Teacher (5th)

Scottie Rice, Teacher (5th)

Michael Clemens, Teacher (PL/CS and Arts & Humanities)

Christie Bowlin, Teacher (Media Specialist and Arts & Humanities)

Shirley Lawson, FRC coordinator

Tonya Bell, Parent

Tabitha McNealy, Parent

Shannon Reynolds, Parent

Susan Anderson, Parent

Sue Lawson, Parent

Kelli Loudin, Parent

## Relationship Building

Overall Rating: 3.71

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

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

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

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

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

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

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

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

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

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

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

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

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

# KDE Comprehensive School Improvement Plan

Boston Elementary School

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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: 3.14

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	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 policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

# KDE Comprehensive School Improvement Plan

Boston Elementary School

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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: 3.67

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

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

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

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

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

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

## Learning Opportunities

Overall Rating: 3.83

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

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

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

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

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

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

## Community Partnerships

Overall Rating: 3.83

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

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

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

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

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

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

## Reflection

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

Areas of strength were:

- Relationship Building
- Communications
- Learning Opportunities
- Community Partnerships

Areas in need of improvement were:

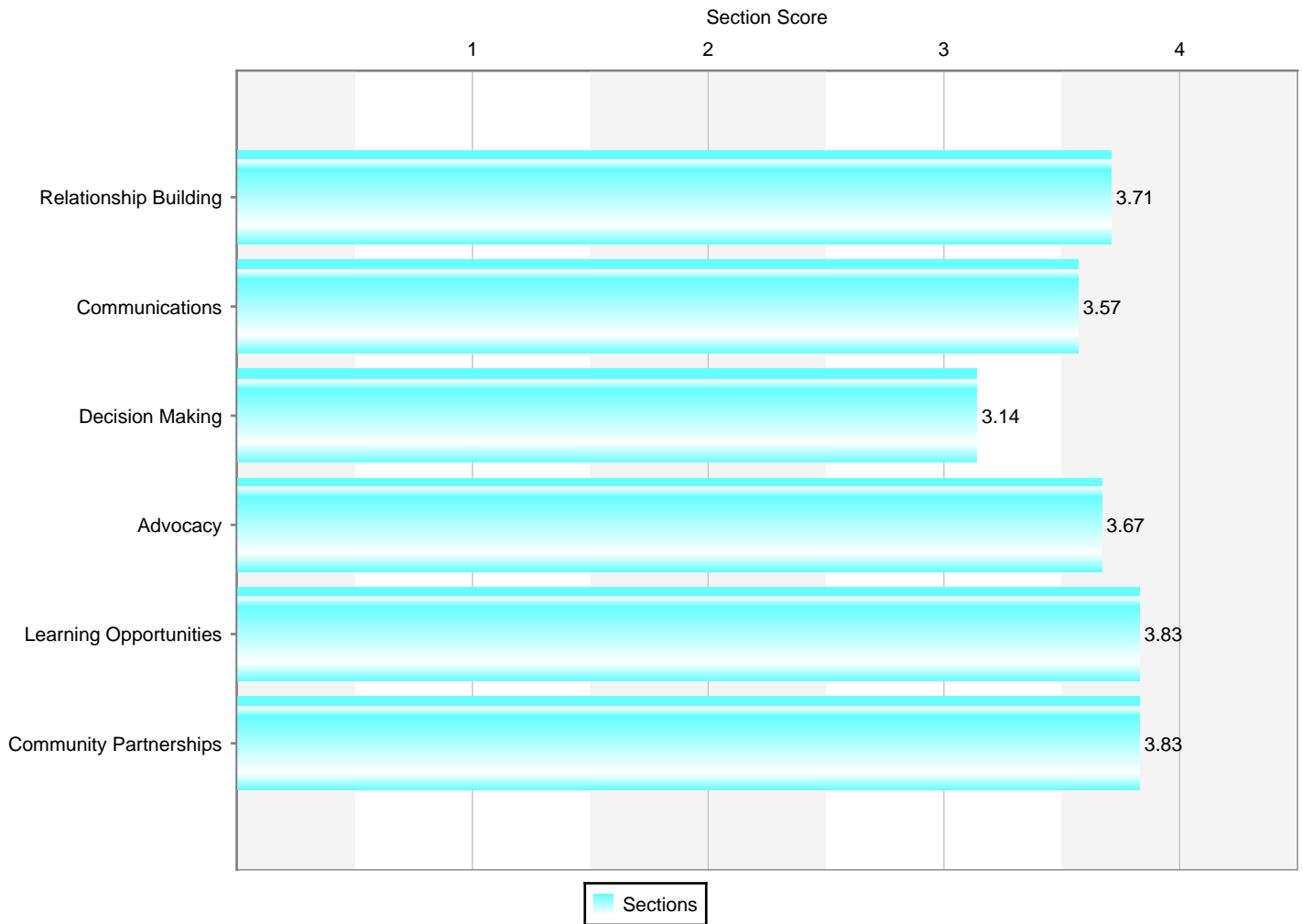
- Decision Making
- Advocacy

To sustain our areas of strength, we will continue to involve our parents as partners in education. We will continue to build relationships with our parents and communicate with our parents to keep them informed and to develop partnerships that will carry over into the improvement of academic success of our students. We will also consistently provide learning opportunities for both our students and parents. We will utilize parent workshops with our Family Reading and Family Math nights. For our students, we will focus on academic, personal, and professional goals. For our parents, we will provide opportunities to inform and connect our parents to community resources that will improve the lives of our families. Our goal is for our parents and students to freely communicate with us to ensure that we collaboratively make improvements and take the needed steps to foster student achievement and continually improve home-school relations.

To improve our areas of need, we will continue to implement and to use parent/community/student surveys as tools to identify the areas of concerns that our stakeholders have. We will continue to provide parents with the needed information and opportunities to be involved in the Decision Making process in all aspects of their child's educational career and school matters. We will work closely with our parents and Family Resource Center to improve Advocacy in our school. Tools for this improvement will be made through PTO meetings, Parent Workshops, FRC Advisory Council meetings, and increased communications with parents. By ensuring that the information makes it into the hands of our parents, community members, and stakeholders, we increase our community partnerships. These partnerships will benefit our students and become a catalyst for improvement in our school.

## 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.**

We use multiple approaches to engage a variety of stakeholders in the development of our CSIP. The first method revolves around our "parent involvement policy." Our policy follows the guidelines set forth by the Whitley County Board of Education. We follow the district parent involvement program called PAVE-- "Parents as Volunteer Educators." Parents of participating students are provided with opportunities for full and on-going participation in the Title I program, including opportunities to suggest modifications, based on changing needs of parents, students and the school. These goals and standards will be shared with parents in a manner that will enable them to participate in decisions concerning their child's education and monitor and improve the educational achievement of their child. We take action to promote parent involvement and parents of participating students are provided the opportunity to develop the CSIP through the SBDM Council. We also allow opportunities for the parents to be involved with their child's education. We designate resources to assist in communicating with parents, conducting home visits, encouraging them to use available parent resource centers, and working with them to improve parenting skills, particularly those that will assist them in working with their child to improve his or her educational achievements. Resources may include individuals, agencies, materials, and services. We invite parents to participate in committees to improve the school. We send home monthly news/calendar of events to inform parents of school events. We inform parents regarding school activities, meetings, positive comments and concerns through various methods such as notes home, US mail, phone calls, newspapers, radio announcements, etc.

The second technique to engage a variety of stakeholders in the development of our CSIP involves the "SBDM council." The President of the PTO calls a meeting of the organization for the purpose of selecting members to the council. The officers of the PTO facilitate the meeting. Parent members are selected by their peers through the voting process. Parents nominate themselves or any other legal parent of a student at school. The principal takes nominations from 8:00 AM until 2:30 PM five days before the election. Nominations are not taken on the day of the election. In compliance with SBDM law KRS 160.345, two parents are elected by the members of the school's parent organization. Members selected by the PTO count the ballots. Parent members are elected by majority vote of those present. To qualify as a parent member, the parent members must have a student(s) at Boston Elementary School. Parent members must pass a criminal background check in compliance with Senate Bill 148. The principal reports the results of the elections to the Superintendent and the Board of Education. Each council member is elected for a one-year term that begins July 1st and ends June 30th.

As a parent member of the SBDM council, their ultimate goal and purpose is to enhance student achievement. The SBDM council develops policies that contribute either directly or indirectly to accomplishing our mission and policies which contribute either directly or indirectly to student achievement by improving teaching and learning at our school. The CSIP provides a focus for the school community in efforts to enhance student achievement. The council has the responsibility for adopting and monitoring the CSIP. In doing so, the council has the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members. Those who are in attendance shall have the opportunity to discuss issues under consideration by the council, as they are recognized by the chairperson. Input/reactions must be relevant to the topic and must be within the authority of the council.

Moreover, SBDM council meetings are scheduled to accommodate the parent members. The regular meetings are held on a set day of the month and at a set time of day. SBDM council meets on the second Monday of each month at 3:00 PM. Regular meetings may be cancelled by the chairperson with the approval from a majority of the council. Council meetings are limited to one hour. Each regular and special council meeting shall operate by an agenda. Parents are encouraged to attend.

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

The SBDM council parent members Deana Barton and Tonya Bell were elected by majority vote. Both the parent members have a student at our school and have passed a criminal background check. Both parent members have completed the required SBDM council training. The council parent members have the responsibility for adopting and monitoring the CSIP. In doing so, the council parent members have the responsibility for ensuring that:

- Students' needs are being addressed by reviewing the plan
- Technology and equity are embedded in the CSIP
- Funding is appropriately monitored
- Professional development is appropriately implemented
- The implementation and impact checks are being completed
- The plan is amended or updated based on student needs
- Work is being done to close the achievement gaps

Furthermore, the SBDM council reviews disaggregated data from all state assessments annually and district mandated assessments bi-annually. Adjustments are made to the CSIP as needed to best meet the needs of our students.

In addition, the SBDM council takes input from non-council members.

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

The final CSIP report is presented to the stakeholders at SBDM meeting and is also presented annually to the Whitley County Board of Education. The progress and implementation of the CSIP is reported twice yearly to the SBDM Council through the implementation and impact checks.

# **School Safety Report**

## **Introduction**

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

### School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 8, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 8, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	October 13, 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 14, 2015	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	July 15, 2015	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	September 25. 2015	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with <a href="http://www.lrc.ky.gov/kar/815/010/060.htm" target="_blank">http://www.lrc.ky.gov/kar/815/010/060.htm</a> Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		

# **Equitable Access Diagnostic**



## **Introduction**

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

## Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	According to the review of the data, there are little to no opportunities for teachers in our district to engage in effective job embedded training for teaching students of poverty.	

**What are the barriers identified?**

Barriers identified include:

- \*high rate of poverty
- \*lack of effective, focused training/professional learning that addresses the needs of students of low socio-economic status
- \*no National Board Certified Teachers
- \*decreased funding for professional development

**What sources of data were used to determine the barriers?**

- \*School Report Card
- \*Professional Development Plan
- \*Professional Development survey
- \*PGES data
- \*TELL Survey

**What are the root causes of those identified barriers?**

Root causes include:

- \*professional learning is not aligned to educator need (learning for students of high poverty)
- \*inconsistent induction and mentoring opportunities
- \*teachers not prepared to meet the diverse needs of low income students
- \*district is not effectively providing on-going professional support to improve teaching and learning of students of high poverty

**What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?**

PGES data indicates that 100% of our teachers and leaders are classified as exemplary or accomplished as compared to 93% of the state.

The data also indicates that 100% of our teachers and leaders received a high or expected student growth rating. Working conditions constructs most closely connected to teacher retention and student achievement averages 93.7%. In the 2014-2015 school year, our school had a low percentage (5.0%) of new and Kentucky Teacher Internship Program (KTIP) teachers. Current data indicates that the school has an even lower percentage this year at less than 1.0%. Furthermore, data indicates that our school has 13.0% teacher turnover rate. The analysis of this data indicates that our school is providing ALL students access to effective teachers. Training and professional learning focused on teaching students in poverty will improve our student achievement.

## Equitable Access Strategies

**Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.**

Site-Based Decision Making (SBDM) Councils' policies address assignment of students to classes and programs within the schools. (02.4241 School Council Policies).

**Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?**

Data is used to place students in reading and math intervention classes. Data is also used to refer and encourage students to attend our 21st Century Community Learning Center that focuses on academic intervention and enrichment activities along with youth development activities. Clubs are offered that focus on academics, physical fitness, character education, and leadership.

**Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?**

The School Leadership Team analyzes school and student level data with support and collaboration from the district. The team identifies strengths and improvement areas and implements strategies and activities in order to improve student achievement and growth. The school has weekly data room meetings and develops watch lists to identify students who are not progressing or are at risk. Data walls and student learning plans are also used to identify individual student's needs.

**Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?**

The school in collaboration with the district strictly adheres to board policy (03.11.AP.1) in recruiting effective teachers through: placement bureaus of college and universities; working with state educational associations and the state department of education; conducting recruitment programs through parent-teacher organizations; and advertising through appropriate media. Applicants are screened based on the following selection factors: certification, educational background, work experience, recommendations, personal characteristics, and results from required testing. Hiring follows the statutory guidelines and provisions of SBDM policy (02.4244) and the Superintendent completes the hiring process.

**Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.**

According to the 2015 TELL Kentucky Survey, 90.9% of teachers indicate that their school is a good place to work and learn. Over an average of 100% of teachers reported that they have sufficient access to and support with facilities and resources and that they are recognized, trusted, and encouraged to be effective teachers and teacher leaders. 82.6% of teachers reported that they are recognized for their accomplishments, and 95.7% of teachers feel that they are assigned classes to maximize student success.

Incentives include:

- \*Tenure
- \*Transfer of tenure
- \*Highly Qualified status
- \*Salary supplement for National Board Certified Teachers
- \*Change in rank or experience (salary increase)
- \*Teacher leadership opportunities

**Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.**

Supports for first year, inexperienced, and out-of-field teachers include:

- \*Kentucky Teacher Internship Program (KTIP)
- \*New Teacher Academy
- \*Mentoring
- \*Coaching (Reading, Math, Science, Writing)

**Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?**

Professional learning needs of a teacher with an effectiveness rating below accomplished will be addressed through various avenues:

- \*District coaching support
- \*Individualized professional learning plan - in addition to the Professional Growth Plan
- \*Co-teaching
- \*Release time for observing effective teachers
- \*Mentoring from experienced, effective teachers

**Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?**

TELL Kentucky Survey results are analyzed using the summary results to identify areas for improvement. Strategies and activities for improvement will be developed and addressed in the Comprehensive School Improvement Plan (CSIP). Data will be used at the school level to identify areas to be addressed and strategies and activities for improvement.



## Questions

**Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.**

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap from 45.2% in 2015 to 69.3% in 2019.

Measurable Objective 1: collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45.2% to 50.8% by 06/30/2016 as measured by K-PREP delivery targets.

Strategy 1: RTI (Response To Intervention) --- Classroom teachers will identify students who are performing below grade level. After providing individualized interventions for the identified students, classroom teachers will refer those students who are not improving to intervention teachers for more intense interventions.

Category: Continuous Improvement

Activity - Monitor RTI Interventions

Monitor the implementation of RTI through walk throughs and progress monitoring journals.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Principal

Activity - Evaluate RTI Interventions

Teachers will evaluate effectiveness and benefit of the RTI interventions being used with students. During collaboration, teachers will make adjustments to interventions as needed to ensure that students succeed and achievement gaps are closed.

Activity Type: Academic support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Teachers, Principal, Board Resource Personnel

Strategy 2: Scrimmage Testing --- Throughout each semester, students will participate in scrimmage testing. Tests will cover all content areas (reading, math, science, social studies, writing, and language mechanics) and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to identify at-risk students and areas of need. The data will provide the information needed to close the achievement gaps in all student groups.

Category: Academic Support Program

Activity - Test Development

Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students during the scrimmage.

Activity Type: Academic support Program

# KDE Comprehensive School Improvement Plan

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Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Classroom teachers, Intervention Specialists, Principal, and District Support Staff

## Activity - Grade Level Test Analysis

Teachers will analyze the results of weekly assessments and scrimmage tests taken by each student.

During analysis, teachers will identify areas of need, students who are not performing, and discuss strategies for improvement.

Activity Type: Academic support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Classroom teachers, Intervention Specialists, and Principal. In addition, District Support Staff will be available to provide input on improvement strategies during weekly PLCs.

Strategy 3: Writing Across the Curriculum --- Teacher sin K-6 will implement more writing in their classrooms in all content areas. This writing will include all aspects of the writing process as it applies to short answer questions, extended response questions, writing prompts, journal writings, and portfolio writings.

## Activity - Writing Scrimmage

All students in grade K-6 will participate in a writing scrimmage. Students will be given a writing situation to complete. The scrimmage will be set up to simulate conditions as they occur during yearly assessments.

Activity Type: Academic support Program

Begin date: 11/02/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Classroom teachers, Intervention Specialists, and Principal.

## Activity - Writing Analysis

Teachers will collaborate to evaluate student writings. Writings will be evaluated using state rubrics, teacher made rubrics, self evaluations, and peer evaluations. During analysis, teachers will search for gaps, area of need, and note strengths of the writings.

Activity Type: Academic support Program

Begin date: 11/02/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Classroom teachers, Intervention Specialists, and Principal.

Strategy 4: Kindergarten Readiness --- The district, in collaboration with other local agencies, will enroll preschool aged children and provide research based programs to promote healthy and successful transitions to a more formal education environment.

## Activity - Screening

Upon entry, kindergarten students will be screened for: letter identification, letter sounds, sight words, number identification, and name writing. They will also take the STAR Early Literacy predictive assessment.

Activity Type: Policy and Process



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Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Kindergarten teacher and Principal

### Activity - Transitions

Preschool children will visit kindergarten classrooms and be introduced to the teachers and the environment.

Activity Type: Policy and Process

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Preschool teacher, Kindergarten teacher, and Principal

### Activity - Parent Transition

Near the end of the preschool year, parents will be invited to an after-school transition meeting with the kindergarten teachers and the principal. Welcoming activities, handouts, expectations, and discussions will take place.

Activity Type: Parent Involvement

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Preschool staff, Kindergarten teachers, and Principal

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Goal 2: Increase the average combined reading and math K-PREP scores from 46.4% to 70.6% in 2019.

Measurable Objective 1: collaborate to increase overall reading and math proficiency ratings for Boston Elementary from 46.4% to 53% by 06/30/2016 as measured by K-PREP delivery targets.

Strategy 1: Focused Instructional Groups --- Teachers in grades K-6 will implement Focused Instructional Groups into the classroom schedule. Focused Instructional Groups will afford teachers the opportunity to differentiate instruction based on the individual needs of each student. To implement this strategy, teachers will analyze test data (MAP, STAR, state assessments, and classroom assessments) to establish groups and instructional needs; plan intense instructional activities to address the needs; and collaborate with colleagues who will be assisting during group times.

### Activity - Group Establishment and Planning

Teachers will establish instructional groups and plan group lessons based on data analysis of assessments, including but not limited to K-PREP, MAP, STAR, and classroom assessment that will focus on student need.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Teachers

Strategy 2: PLC (Professional Learning Community) --- Teachers will collaborate with colleagues, at the school level and the district level, in PLC meetings to formulate a plan for proficiency.

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### Activity -- Analyzing Test Data

Teachers, along with principal, will analyze test data from classroom assessments, scrimmages, MAP, STAR Reading, and K-PREP.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Teachers, Principal

### Activity - Proficiency Planning

PLC members (which includes teachers, intervention specialists, the Principal, and district support staff) will discuss and generate ideas and strategies for improving student achievement as it relates to results of data analysis. Each week, in PLC meetings, the PLC members will refer to and update as needed the information displayed in the Data Room. The focus will be on improvement and planning for proficiency.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Teachers, Intervention Specialists, Principal, and District Support Staff

Strategy 3: Scrimmage Testing - Throughout each semester, students will participate in a scrimmage testing. Tests will cover all content areas and expose students to various types of testing formats, time requirements, and testing situations. Results will be analyzed to pinpoint students and areas of need.

### Activity - Grade Level Test Development

Teachers will collaborate with colleagues to research test items to include on the assessments to be used for scrimmage testing. Teachers will then administer the tests created to their students.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Teachers, Intervention Specialists, Principal, District Support Staff

### Activity - Test Analysis

Teachers will analyze the results of scrimmage tests taken by each student. During analysis, teachers will identify areas of need, students who are not performing, and discuss possible strategies for improvement.

Activity Type : Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding Source/ Amount: No funding required/\$0 No Funding

Staff Responsible: Teachers, Principal

Strategy 4: Support Programs - Students will have access to support programs that will focus on student needs and foster improved student achievement.

### Activity - 21st Century Program

The 21st Century Program will be offered to implement additional educational opportunities for Boston Elementary students.

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Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding /Amount: \$20000

Staff Responsible: Teachers, Principal, Ginger Downs

Activity - Read To Achieve

Students who are performing significantly below grade level will be referred to the Read To Achieve Program for additional, intensive reading instruction. Teachers will also collaborate with Read To Achieve teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding/Amount: \$50000

Staff Responsible: Teachers, Principal, RTA teacher - Ginger Downs, District Support Staff

Activity - Math Intervention

Students who are performing significantly below grade level will be referred to the Math intervention teacher. Teachers will also collaborate with Math Intervention teacher to acquire new ideas, strategies, and support for students who are not performing at proficiency.

Activity Type: Academic Support Program

Begin date: 08/17/2015 End date: 06/30/2016

Funding/Amount: \$50000

Staff Responsible: Teachers, Principal, Math Intervention teacher -- Lucinda Daniels, District Support Staff

Activity - District Support Staff

The Boston staff will collaborate with all Whitley County District Support staff (Reading Specialist, Math Specialist, Writing Specialist, GT Coordinator, Technology Coordinator, Instructional Supervisor, Human Resources, Superintendents, etc) to ensure that we offer the most effective instructional opportunities to our students.

Activity Type: Academic Support Program

Begin date: 08/10/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principal, Teachers, District Support Staff

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Goal 3: Decrease the percentage of students scoring novice in reading by 50 % in 2020.

Measurable Objective: collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1: Highly Qualified Teachers and Paraeducators - All teachers and paraeducators will be highly qualified according to required guidelines.

Activity - Highly Qualified Status

Principals, SBDM Council and district level administration will review highly qualified guidelines.

Activity Type: Policy and Process

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Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principals, District Administration, SBDM Council

### Activity - Highly Qualified Report

Principals will complete yearly Highly Qualified report.

Activity Type: Policy and Process

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principals

### Activity - Highly Qualified Professional Development

Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.

Activity Type: Professional Learning

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Paula Rickett, Kim Creekmore, Principals

### Activity - Recruitment and Retention of Highly Qualified Teachers

Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress

Activity Type: Recruitment and Retention

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principals, SBDM Council, District Administrators

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Goal 4: Decrease the percentage of students scoring novice in math by 50 % in 2020.

Measurable Objective: collaborate to decrease the number of students scoring novice in reading by 10% by 06/30/2016 as measured by the School Report Card.

Strategy 1: Highly Qualified Teachers and Paraeducators - All teachers and paraeducators will be highly qualified according to required guidelines.

### Activity - Highly Qualified Status

Principals, SBDM Council and district level administration will review highly qualified guidelines.

Activity Type: Policy and Process

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principals, District Administration, SBDM Council

### Activity - Highly Qualified Report

Principals will complete yearly Highly Qualified report.

## KDE Comprehensive School Improvement Plan

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Activity Type: Policy and Process

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principals

Activity - Highly Qualified Professional Development

Principals, teachers and para-educators are given the opportunity to participate in professional learning designed to meet various needs.

Activity Type: Professional Learning

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Paula Rickett, Kim Creekmore, Principals

Activity - Recruitment and Retention of Highly Qualified Teachers

Principals, SBDM Council and district level administrators will monitor school improvement strategies focusing on data disaggregation for continued student and school progress

Activity Type: Recruitment and Retention

Begin date: 07/01/2015 End date: 06/30/2016

Funding/Amount: \$0 No Funding

Staff Responsible: Principals, SBDM Council, District Administrators