



Comprehensive School Improvement Plan

Lancaster Elementary School
Garrard County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		2017 Equity Diagnostic

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

From this chart, it proves that there is a lot of teaching experience at Lancaster Elementary school. Out of 33 teachers, only two teachers have 3 years or less experience. On top of that, those two teachers are the only two that do not have masters degrees in education. We do not have any teacher out of their field of experience. 100% of our teachers are highly qualified to teach in their field. The data also shows that we have a significant number of students that are low socioeconomically, and yet, we are still a successful school. One could look at it as having teachers with years of experience teaching the most needy students.

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

One of our barriers is our low socioeconomically challenged students. Most of these students come to school not prepared to learn due to family crisis, lack of materials, and lack of interest in education from family. By providing these students with our most highly qualified teachers, we are hoping that we are breaking that barrier. Our teacher turnover has been quite low over the past 10 years, with last year being our highest year hiring 8 new certified teachers due to retirement and resignations. At LES, due to our socioeconomically challenged students, we are focusing not only on academics, but culture. We want to provide a school culture that offers a safe environment, but one that our students play a major role in our day to day activities by giving them jobs to do and be a part of a governing body that makes decisions for our school.

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

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

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

OR

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

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

Goal 1:

All teachers will be evaluated through the new state Professional Growth Evaluation System

Measurable Objective 1:

collaborate to Increase teacher capacity for implementation of PGES to 100% by 05/01/2017 as measured by PGES documentation.

Strategy1:

Professional Learning - Collaborate to provide Professional learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2014-15 school year. All teachers will have gone through some type of evaluation with the new system for the 2014-15 school year.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework

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Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each month a part of the Charlotte Danielson Framework will be given to the teachers to inform them of the PGES framework.	Professional Learning	01/04/2017	12/19/2017	\$0 - No Funding Required	Principal Asst. Principal

Activity - RTI/PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend monthly RTI meetings and weekly PLC meetings. In these meetings best practices will be discussed, professional learning videos will be presented and discussions and plans to implement will be planned.	Professional Learning	01/04/2017	12/19/2017	\$0 - No Funding Required	Principal Teachers

Goal 2:

All LES teachers will be members of a committee and correlate that make instructional decisions for our school.

Measurable Objective 1:

increase student growth by meeting as a leadership group to make sound, instructional decisions for our school by 12/19/2017 as measured by minutes from committee meetings .

Strategy1:

LES Committees & Correlates - Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

- The faculty and leadership have a shared vision. 73.7% 96.9%
- There is an atmosphere of trust and mutual respect in this school. 52.5% 73.3%
- Teachers feel comfortable raising issues and concerns that are important to them. 46.2% 67.7%
- The school leadership consistently supports teachers. 60.0% 69.0%

The school leadership makes a sustained effort to address teacher concerns about:

- Leadership issues 61.5% 82.1%
- Facilities and resources 64.1% 93.5%
- The use of time in my school 61.5% 83.3%

According to the 2015 TELL survey, teachers did not feel they were trusted as leaders of the school (1st percentage listed). These percentages are down from the 2013 TELL survey (2nd number) Each teacher is a member of a committee- Reading, Math, Writing and Enrichment committee. These committee meet every other month to decide on instructional practices and resources for our school. There is a chair of each committee and they are to keep minutes of their meetings. Correlates are managed by school needs and the SBDM council. Correlates can be charged by the SBDM to help them make school-wide decisions and policies. The correlates report back to SBDM with their decision, and SBDM votes to accept or may send it back for revisions.

Decisions made by teachers include (but not limited):

Master Schedule

Enrichment classes

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Program Reviews

Writing Plan

Math Resources

Textbooks

KPREP testing celebrations

MAP testing schedule

MAP testing celebrations

Positive Behavior Support

CSIP development

Safe Crisis Management protocols

Family Nights

Teacher recognition

Category: Professional Learning & Support

Research Cited: Teacher leaders need to work together and work with others to be able to highlight features of effective pedagogical practice, label productive and unproductive relationships with key stakeholders, and produce artifacts from their leadership efforts that others can use to find their way to change and improvement.

Activity - Academic/ Spirit Celebrations and Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES committees and correlates also man celebrations and recognitions for our school. Anything that our students do academically, extra-curricular or civically is celebrated and monitored by our committees and correlates.	Other - Celebrations -Academic and School cuture	01/04/2017	12/19/2017	\$1500 - General Fund	Teachers Principal

Activity - Instructional decisions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their committee bi-monthly to discuss instructional strategies and resources needed for our school and students.	Academic Support Program Professional Learning	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Principal Asst. Principal

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?

SBDM Committee

Amanda Sandlin, Sharon Hurt, Leslie Lee- Teachers

Michael Gaffney, Merry Cooper- Parents

Relationship Building

Overall Rating: 3.14

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

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

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.71

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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 staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

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

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

Overall Rating: 1.86

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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 sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	Teachers share information from year to year with parents who serve on the school council and/or overlaps council terms of parents.	Novice

Advocacy

Overall Rating: 2.5

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

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

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

Learning Opportunities

Overall Rating: 2.0

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 2.17

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

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

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

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Staff sometimes collaborates with community agencies to address general student academic needs.	Novice

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

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

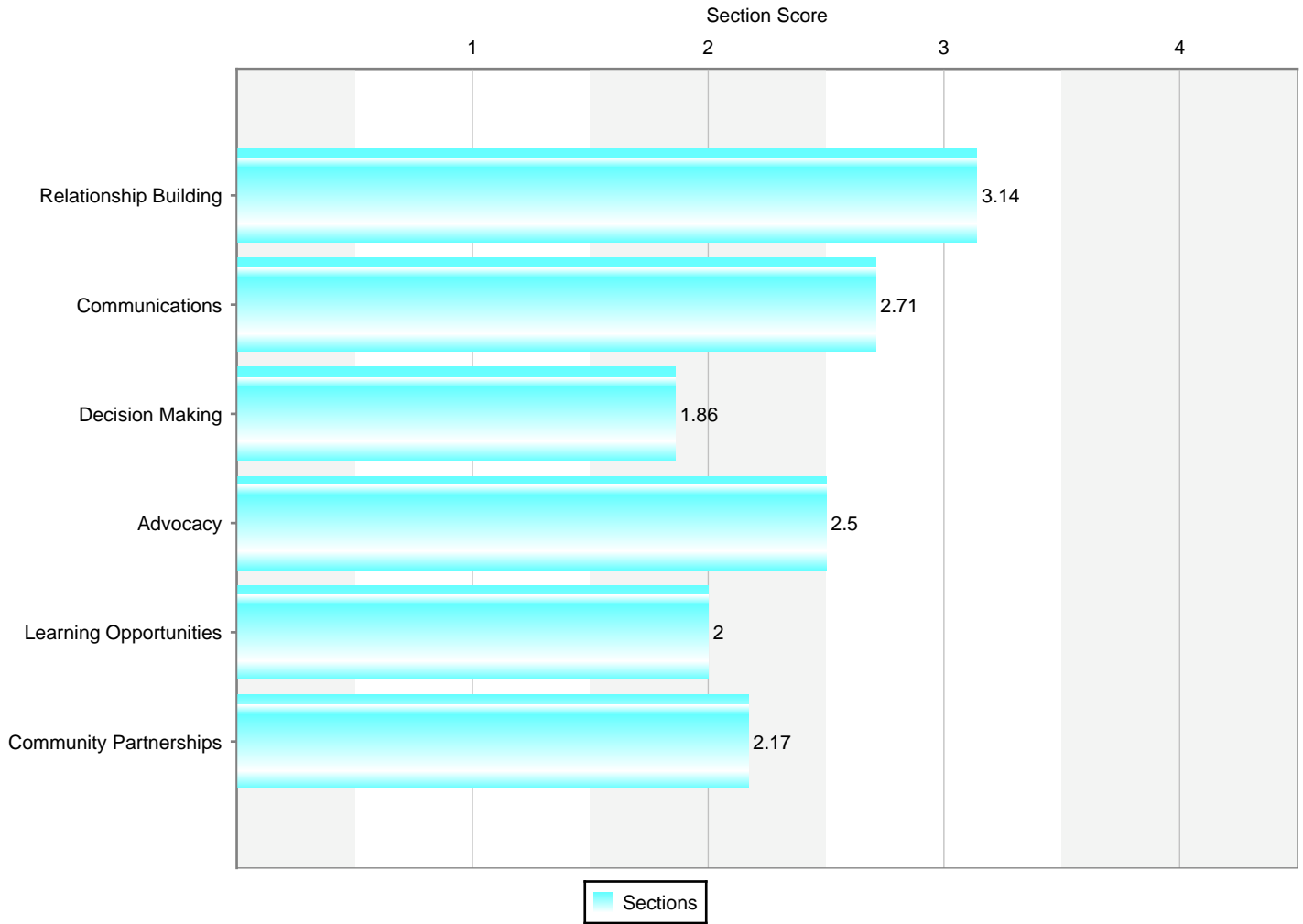
Reflection

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

LES is a Title I school that is 90% free and reduced meals. We provide CEP meals for our students, along with Title I, Interventions, FRC and other programs to supplement our students' education. Most of our information is provided during Open Houses and Family nights. We communicate some using flyers home, but mostly through One Call communication, Twitter and Facebook.

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.

To develop our Improvement Plan, we involved the Instructional Leadership Team at LES made up of a teacher from each grade level K-5th, a Special Education Teacher, Encore Teacher and Intervention Teacher. They give input on the previous CSIP, ideas for the upcoming and reviewed the newest version of the plan before it was completed. We also involved District personnel who are involved with creating the District plan. To create the district plan, we invited stakeholders such as businesses, parents and parents of students with disabilities. The ILT scheduled a special called meeting to go over our previous CSIP to illicit ideas for activities and strategies for the new plan. They helped us set goals for the upcoming plan and gave ideas on what we are doing to reach those goals. At the district meeting, each principal was a table leader to discuss the district plan with business members, parents and board member stakeholders listening to their ideas and suggestions for school and district improvement.

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

Bank Presidents, and VP's

Bank loan officers

Bank branch managers

Garrard County Board members

Parents from each school

Teachers from other schools

All Principals of the schools

Vice Principals of the schools

Superintendent

District Office Personnel

Director of Special Education

They were all there to hear the presentation, look at the goals we have set for ourselves and offer input into each goal.

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 plan is communicated first to our ILT committee for approval. I, as principal, then take it to a faculty meeting to let all of our teachers know what is in our plan. They get a copy of the plan to put in their green binder. The plan is also presented to the SBDM committee for approval, which is also viewed 3 times a year by the committee. The plan is easily accessible on the district website at www.garrard.kyschools.us

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?

Through our testing data we are trying to answer to our academic goals on reading, math and writing. We know that we are slowly improving by looking at this data. However, what the data does not answer is in what area our students are struggling. More in depth information, specific information is needed from these summative state tests.

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?

Although we had a large number of novice students from 2015 KPREP, in 2016 we significantly reduced the number of novice. We improved overall in reading and math and our growth area saw large improvements. We are celebrating the fact that LES is a Proficient school, top 5% in growth in schools in KY and a high progress school.

Opportunities for Improvement

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

Our needs of improvement are still in all academic areas, but especially in writing and reading. We are taking measures to improve writing through professional development, Writing committee and On Demand writing days. To improve reading, we purchased a reading series and through that we realize that our curriculum before was not as rigorous as it could have been.

Conclusion

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

We are still concerned with reducing novice. We have a data room with MAP results, spreadsheets with KPREP results and we analyze this data during PLC meetings. We look at our novice students, discuss strategies that will improve help them improve and we analyze their results. We also need to track growth of our students in all areas, and we do that also by setting MAP goals for each student.

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Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	The percentage Gap students scoring at or above proficiency in Reading will increase from 38.9-43.0	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$152000
2	The students scoring at or above proficiency in MATH will increase from 46% to 48%.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$7700
3	For the 2015-2016 school year, all Kindergarten students will be assessed on Kindergarten Readiness.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3300
4	Primary students (K-3rd) will receive interventions daily to increase learning and growth and lessen the gap with grade peers.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$42500
5	LES will implement positive behavior instruction to provide a safe, nurturing, structured environment for learning.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$3950
6	All teachers will be evaluated through the new state Professional Growth Evaluation System	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
7	All LES students will increase in their writing performance	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$500
8	All students at Lancaster Elementary will become proficient in reading by increasing 36.8% to 50%	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
9	After the 2016 KPREP test, students will have reduced novice in math.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$43000
10	All LES teachers will be members of a committee and correlate that make instructional decisions for our school.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1500
11	For the 2016 KPREP test, LES students will reduce in novice in Reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: The percentage Gap students scoring at or above proficiency in Reading will increase from 38.9-43.0

Measurable Objective 1:

43% of Third, Fourth and Fifth grade students will demonstrate a proficiency increase of 4% in Reading by 05/26/2017 as measured by KPREP test results.

Strategy 1:

Interventions - Title I teachers will serve as interventionists to add support for at risk students. Teachers will continue to use Guided Reading, Fountas and Pinnell Benchmarking and LLI Reading to use as tools to increase students' reading skills. LES implemented a reading coach this year that services each grade but 2nd grade with in class intervention. For our struggling students, we offer collaboration with the use of the special education teacher and instructional assistants.

Category: Continuous Improvement

Research Cited: The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate K-5th Reading interventions into daily schedule for at risk students. LES will use Fountas and Pinnell Leveled Literacy Intervention (LLI) for all grades.	Academic Support Program	01/04/2017	12/19/2017	\$1500	Title I Part A	Title I teachers Principal Reading Coach Teachers Americorp

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers, including reading coach and district instructional support staff will serve as Math and Reading curriculum support for all at risk students. This team will locate resources for teachers such as school wide vocabulary programs, reading programs and math. Support staff will train teachers on the use of the new programs and offer ongoing training as needed. We also use support staff to go in the classroom to provide collaborative instruction alongside the teacher. This is occurring in every grade.	Academic Support Program	01/04/2017	12/19/2017	\$150000	Title I Part A	District Staff Principal Title I teachers Title I instructional assistants Reading Coach

Strategy 2:

Guided Reading - LES will change its master schedule to allow every teacher each morning to teach a guided reading class. Each student will be leveled using

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Fountas and Pinnell leveling system. Each grade will divide the levels among the grade with each teacher having at least one low level group to work with each day. Teachers will progress monitor below grade level students weekly, and on grade level students each 9 weeks. LES teachers will conduct a book study on the Jan Richardson Guided Reading Practice. Analysis of practice will be monitored by LES Reading Coach and discuss in RTI meetings.

Category: Continuous Improvement

Research Cited: Reading Recovery; Fountas and Pinnell Guided Reading

Jan Richardson Guided Reading

Reading Committee

Activity - Running Records	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher will be trained to keep running records of students' reading level. Assessments will be given to below grade level students weekly and on grade level students quarterly. Records will be moved through the grades with the students.	Academic Support Program	01/05/2015	12/18/2015	\$500	School Council Funds	Principal Title Teachers Reading Coach
Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Interventionists will use LLI as a Tier II and Tier III intervention. They will record student progress.	Academic Support Program	01/05/2015	12/18/2015	\$0	No Funding Required	Interventionist s Title staff Teachers

Goal 2: The students scoring at or above proficiency in MATH will increase from 46% to 48%.

Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics by increasing in achievement in Mathematics by 05/30/2015 as measured by 2016 KPREP scores.

Strategy 1:

Math Intervention - Math committee at LES implemented Guided Math into the 2016-17 school year. All teachers K-2 teach Guided Math which is a Tier II math intervention that groups students by their level and are strictly taught skills to improve to reach mastery at their grade level. LES teachers developed their own curriculum to meet the needs of the students with the help of KCM, We are part of the MAF grant that specializes intervention in K-3rd grades. We also have an interventionist serving 4th & 5th in math using "Do the Math" intervention.

Category: Continuous Improvement

Research Cited: KCM-Pilot program

KCM conferences

Math cohort

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Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incorporate KCM strategies and instruction into 3rd-5th math interventions for Tier III students.	Academic Support Program	01/04/2017	12/19/2017	\$2600	Title I Part A	Title I teachers Math teachers Principal Guided Math teachers Math Committee

Activity - Math Interventionist-MAF Grant	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES acquired the Math Achievement Fund (MAF) grant for the 2016-17 school year. The math interventionist screens all students scoring low on the MAP test. The interventionist chooses the Tier II group first before moving down into the tier III group.	Direct Instruction, Academic Support Program	01/04/2017	12/19/2017	\$1600	School Council Funds	MAF Interventionist Principal

Activity - Special Ed. Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers and aide will be in the classroom with IEP students to modify lessons and add extra support to those students while remaining in the regular classroom. Collaboration will be in every classroom K-5th.	Academic Support Program	01/04/2017	12/19/2017	\$0	IDEA	Special Ed teachers Special Education District Coordinator Teachers Principal

Strategy 2:

Math Focus - LES started a new tutoring program the runs 30 minutes before school and an hour after school on Tuesday and Thursday. Two interventionists conduct the tutoring at each session. Students work on math from the tutor or work on lessons from Compass Learning, a computer based program. On top of the tutoring, we are adding math days, special moments during the year to teach and focus on math.

Category: Continuous Improvement

Research Cited: ESS monies

Americorp

Interventionists

Activity - Number Talks book study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Math teachers on the math committee will meet and discuss the number talks book that is highly recommended by KCM and used in trainings for the Math Intervention Teachers of the MAF grant. The book discusses ways to focus on number sense at each grade level and how to structure for students, which is a low area for our students.	Professional Learning, Academic Support Program	01/04/2016	12/16/2016	\$300	Title I Schoolwide	Math Teachers Intervention teachers Principal
Activity - 100th Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary classes will celebrate the 100th day of school using math activities with 100.	Academic Support Program	01/04/2017	12/19/2017	\$0	No Funding Required	Teachers Attendance Clerk Title I
Activity - Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES will hold a Math Night for all students to bring their parents in for math lessons. Math teachers will demonstrate how they are teaching the children the 'new' math and answer questions. This will be a Title I parent involvement night and will be split among the grade levels.	Parent Involvement	01/04/2016	12/16/2016	\$200	Title I Part A	Title I teachers Math teachers Principal FRC
Activity - ESS tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ESS supports a morning tutoring session everyday for thirty minutes and two days a week for one hour each. Two interventionists conduct the tutoring sessions by offering small group help and lessons through Compass Learning, a computer based program.	Tutoring, Academic Support Program	01/04/2017	12/19/2017	\$3000	Title II Part A	Interventionists ESS tutors Principal Asst. Principal District ESS coordinator

Goal 3: For the 2015-2016 school year, all Kindergarten students will be assessed on Kindergarten Readiness.

Measurable Objective 1:

60% of Kindergarten grade students will demonstrate a proficiency in reading and math in English Language Arts by 12/01/2015 as measured by using the Brigance readiness test.

Strategy 1:

Kindergarten Readiness - All incoming Kindergarten students in the 2015-2016 school year will be assessed using the Brigance readiness test. This assessment will help us measure Kindergarten readiness and to place all children into the direct instruction needed to prepare them for primary.

Category: Continuous Improvement

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Research Cited: Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

In developing the above recommendation, the Task Force recognized the five developmental areas for school readiness are:

- Approaches to learning;
- Health and physical well-being;
- Language and communication development;
- Social and emotional development; and
- Cognitive and general knowledge.

In addition to the definition of school readiness, the Task Force developed a series of indicators related to the above developmental areas. These readiness indicators provide an overview of the expectations of primary schools for incoming students and provide guidance to families and communities on how to prepare children for school.

Also, a readiness indicator provides teachers, child care providers and parents a tool to better inform them on the specific strengths and needs of each individual child. These indicators represent the hopes and aspirations for incoming students, not the expectations. Children develop at different rates, not every child will have mastered all of the skills and behaviors at the beginning of a primary program.

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each summer our Family Resource personnel will hold a Kindergarten readiness day for students, parents, and teachers to meet one another and sign up for Kindergarten. The FRC will hand out resources, offer services and train the teachers on what they do.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	06/01/2016	07/29/2016	\$3000	FRYSC	FRC Kindergarten teachers Principal

Strategy 2:

Literacy Day - The school will hold a literacy night for Kindergarten and pre-school students and their families to hand out information on the importance of reading. We will also give out free books to every student that attends.

Category: Early Learning

Research Cited: Title I Family Involvement

Family Resource

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Title I teachers
Kindergarten teachers
Principal
Kindergarten Teachers
Pre School Teachers

Activity - Early Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES will hold a Literacy Night to focus on early learning with our preschool and Kindergarten students. Free books will be given to the students and parents will be informed on reading practices they can do at home. Title I will coordinate this night.	Parent Involvement	05/16/2016	05/16/2016	\$300	Title I Part A	Title teachers Pre school teachers Kindergarten teachers Principal Youth Service Center

Goal 4: Primary students (K-3rd) will receive interventions daily to increase learning and growth and lessen the gap with grade peers.

Measurable Objective 1:

50% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in primary KCAS standards in Mathematics by 05/02/2016 as measured by MAP data.

Strategy 1:

Math Intervention-MAF, Title I - Through our Math Achievement Fund grant, our math interventionist will use MAP math results as an indicator of K-3 students that need to be tested and screened using the AVMR. This assessment will pinpoint students weaknesses and determine if they meet Tier II math requirements. The MAF interventionist will work in small group with same level students until improvement into the 4-5 range on the AVMR. At that time, the skill will have been 'mastered' and the student will test out of intervention. Once Tier II interventions are complete, the math interventionist will move to Tier III. Through Title I, we will service Tier III students K-5th using MAP as an indicator and screen using Easy CBM math. We will also progress monitor those students bi-monthly to determine growth.

Category: Early Learning

Research Cited: The Mathematics Achievement Fund grant provides schools with funds for teacher training and implementation of intervention services that address the needs of students in the primary program who are struggling with meeting grade level or benchmark expectations for mathematics. The intervention services should promote effective instructional practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students.

As specified in KRS 158.844, the intervention services selected must:

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be provided to a student by a certified teacher with training in intervention services for primary students

be based on reliable, replicable research; and

be based on the ongoing assessment of individual student needs.

Activity - Math Intervention-MAF	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through our Math Achievement Fund grant, our math interventionist will use MAP math results as an indicator of K-3 students that need to be tested and screened using the AVMR. This assessment will pinpoint students weaknesses and determine if they meet Tier II math requirements. The MAF interventionist will work in small group with same level students until improvement into the 4-5 range on the AVMR. At that time, the skill will have been 'mastered' and the student will test out of intervention. Once Tier II interventions are complete, the math interventionist will move to Tier III.	Academic Support Program	08/12/2015	05/16/2016	\$42000	Math Achievement Fund	Principal Math Achievement Fund Interventionist

Measurable Objective 2:

65% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency by benchmarking in Reading by 05/02/2016 as measured by MAP data.

Strategy 1:

Reading Intervention - All students that are at least two grade levels behind on the Fountas and Pinnell Benchmark assessment test in reading will take an assessment test to further assess their needs. Through this assessment, students may be placed in a tier intervention to use LLI that goes along with our guided reading program the F&P benchmark system. Interventionists will progress monitor the students using the LLI monitoring assessments, Early Learning Intervention (ERI) assessment or Easy CBM progress monitoring.

Category: Continuous Improvement

Research Cited: The ILP Intervention Module has two components:

School-wide Intervention (Tier 1) - Interventions can be created for specific grades or whole school. School-wide interventions would appear on all students' ILP in the grade or school.

Student level Intervention (Tier 2 &3) - Interventions for individual students.

"The focus [of Tier I] is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier I instruction is designed to address the needs of the majority of a school's students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals." (McCook, 2006).

The Guide to the Kentucky System of Interventions has information for schools planning their intervention process.

When to use Tier 1- School Wide Interventions

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If more than 20% of the students fail to meet college readiness standards, the school must look at systemic issues such as

the alignment of the core curriculum to the Program of Studies and Core Content for Assessment,
the organization and sequencing of courses,
student access to core courses,
assignment of teaching staff, organization of the extended school services program, etc.

Systemic issues can be addressed in the Comprehensive School and District Improvement Plans as appropriate, with progress reports on implementation provided to the school council and the local board of education.

What do Tier 2 and Tier 3 mean?

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2.

Tier 3 interventions are more intensive to target the student's academic or behavioral skill deficits for remediation of existing problems and the student's progress is monitored more frequently.

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Activity - Leveled Literacy Intervention (LLI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in Tier III reading intervention will receive LLI. They will be assessed weekly through the LLI program and Easy CBM for progress monitoring. From these assessments tiers will be determined for the students.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Intervention teachers Title I Principal Reading Coach
Activity - Kindergarten Tier III	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier III support will be available through Title I interventionists for those students two levels or more below grade level. Kindergarten students must complete all levels of ERI before moving on to any other Tier III intervention.	Academic Support Program	01/04/2016	12/16/2016	\$500	Title I Part A	Title I Teachers and staff Teachers Principal

Goal 5: LES will implement positive behavior instruction to provide a safe, nurturing, structured environment for learning.

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Measurable Objective 1:

demonstrate a behavior by implementing positive standards for behavior and rewarding those that follow those standards. by 01/04/2016 as measured by Criteria set by the PBIS team that meets monthly..

Strategy 1:

PBIS Team - Each year LES will set a team of instructional assistants and teachers to monitor behavior. This team will be called the PBIS team and will meet monthly to complete mandatory reports and discuss any changes to the daily routine of the school to make it a safer, more comfortable environment for our students to learn. The PBIS team decides on the school's behavior checklist that students follow to earn a good leopard behavior reward each 9 weeks.

Category: Other - Behavioral strategy

Research Cited: The mission of the Kentucky Center for Instructional Discipline (KYCID) is to train and support schools in the implementation of positive, proactive, and instructional strategies so students become self-disciplined, responsible, and productive members of their community and ultimately the Commonwealth of Kentucky. Schools will be encouraged to begin a program when they are ready and move at their own pace. The center also provides a regional training calendar which will offer several opportunities for training events to schools, coaches and administrators. The Kentucky center coordinates efforts with the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) which is out of the Office of Special Education Programs, US Department of Education in addition to training on Bully Prevention Programs from trainers certified by the nationally recognized Olweus Program. <http://www.kycid.org/>

Activity - First Day Lesoon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have lesson plan for positive behavior support on the first day of school. The PBIS team will develop the first day lesson that all teachers will do. At each break in the school year, once the students come back, the teachers are to revisit our PBIS goals. The teachers are to practice the behaviors the first three days of school.	Behavioral Support Program	08/12/2015	05/16/2016	\$0	No Funding Required	Principal Teachers PBIS committee
Activity - LEOPARDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will have the opportunity to receive a 'hand'. This hand is given by anyone that sees positive classroom behavior in class, the hallways, cafeteria, etc. Once the class receives enough hands to spell LEOPARDS, they will receive a special day voted on by the class. The class with the most times of spelling LEOPARDS will be recognized at every nine week rally and will receive a pizza party.	Behavioral Support Program	08/12/2015	05/16/2016	\$350	Other	PBIS team Principal Guidance Counselor
Activity - Leader In Me	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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LES will be conducting a Leader In Me book study to start off our pledge to become a Leader In Me school. We will also be sending all of our teachers to visit a Leader In Me school as required by Franklin Covey before as part of the application process.	Behavioral Support Program	01/04/2016	12/16/2016	\$1500	Title I School Improvement (ISI)	Assistant Superintendent Asst. Principal Principal Teachers
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Strategy 2:

Rewards - LES teachers and staff will positively reward students for following PBIS rules in the hallway and cafeteria. Each day classes will be rewarded for following cafeteria rules. We will do monthly recognitions for these classes that earn stickers.

Category: Learning Systems

Research Cited: Positive Behavior Intervention System

Activity - Lunchroom Sticker Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each day the cafeteria monitor will reward classes for following the cafeteria rules by giving them a sticker on their chart. Each class has a chart hanging in the cafeteria, and teachers will check each day to see if their class earned a sticker. Rewards will be given out in individual classrooms and then recognized at 9 week rallies.	Behavioral Support Program	01/04/2016	12/16/2016	\$100	General Fund	Teachers PBIS committee Asst. Principal Cafeteria Monitors Principal

Activity - Behavior Chart- School wide	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS came up with a school wide behavior chart for all classes. Each class will have their names on the chart and ALL teachers, including Encore area teachers, will use this chart to monitor all classroom behaviors for each student. These charts are monitored and results recorded for each student. Results are used to justify whether the student receives the Good Behavior Leopard Reward at the end of each 9 weeks.	Behavioral Support Program	01/04/2016	12/16/2016	\$2000	General Fund	Asst. Principal Principal Counselor Teachers PBIS committee

Goal 6: All teachers will be evaluated through the new state Professional Growth Evaluation System

Measurable Objective 1:

collaborate to increase teacher capacity for implementation of PGES to 100% by 05/01/2016 as measured by PGES documentation.

Strategy 1:

Professional Learning - Collaborate to provide Professional learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2014-15 school year. All teachers will have gone through some type of evaluation with the new system

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for the 2014-15 school year.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework

Activity - Faculty Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each month a part of the Charlotte Danielson Framework will be given to the teachers to inform them of the PGES framework.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Principal Asst. Principal
Activity - RTI/PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend monthly RTI meetings and weekly PLC meetings. In these meetings best practices will be discussed, professional learning videos will be presented and discussions and plans to implement will be planned.	Professional Learning	01/05/2015	12/18/2015	\$0	No Funding Required	Principal Teachers

Goal 7: All LES students will increase in their writing performance

Measurable Objective 1:

38% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Language Mechanics and in Writing by 05/20/2016 as measured by Spring 2016 KPREP results..

Strategy 1:

School Wide Literacy Program - LES will focus on writing and language mechanics to better prepare our students for the 21st century learning. We will use a school wide writing format for extended responses and on demand writing. All teachers will also use the Words Their Way vocabulary series, along with Evan More Writing.

We will also use Writing A-Z rubrics and self reflections to help our students understand the writing process better and to understand their own skills as a writer.

Category: Continuous Improvement

Research Cited: Words Their Way Vocabulary

Evan More Writing

Lucy Calkins Writing Workshop

Writing a-z

Activity - Writing Scrimmages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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5th grade teachers along with Writing interventionist will conduct quarterly writing scrimmages for on demand practice. The teachers will conduct weekly on demand practices for 5th grade students.	Academic Support Program	01/04/2016	12/16/2016	\$500	Title I Part A	Writing Coach Principal Title I resource teachers Teachers
Activity - Writing Celebrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school's writing committee will set goals for students in writing and create reward opportunities for those that achieve the goals.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Writing committee Title I Teachers Principal
Activity - Language Mechanics instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all grades will use the writing vocabulary activities of Evan More to improve our students overall literacy skills.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers Principal Title I support Reading Committee

Goal 8: All students at Lancaster Elementary will become proficient in reading by increasing 36.8% to 50%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the KPREP reading in Reading by 05/16/2016 as measured by the May KPREP test.

Strategy 1:

Formative Assessment Analysis - Teachers and students in the 3rd, 4th and 5th grades will analyze data from KPREP, MAP and F&P, Exit Slips, Formative Assessments and District Common Assessments to better determine course of instruction for individual students.

Category: Continuous Improvement

Research Cited: Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. Research indicates the following conclusions:

Formative assessment produces greater increases in student achievement and is cheaper than other efforts to boost achievement, including reducing class sizes and increasing teachers' content knowledge.

Formative assessment that occurs within and between instructional units (medium-cycle assessment) as well as within and between lessons (short-cycle assessment) has been shown to improve students' achievement. Formative assessment across marking periods, quarters, semesters, or years (intervals of four weeks

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to one year) has not been shown to improve students' achievement.

In classrooms where medium- and short-cycle formative assessment was used, teachers reported greater professional satisfaction and increased student engagement in learning.

Activity - Individual Data Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will create a data plan card for every 3rd, 4th and 5th grade student. The card will consist of data from MAP, KPREP and F&P reading levels. The principal will meet individually with each student three times a year to discuss his/her scores on these assessments and set goals for the next assessment.	Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Principal Students Teachers
Activity - PLC/RTI meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each teacher is a member of their grade group PLC group that meets weekly. Each teacher will fill out PLC minutes to inform others of what was discussed. They will review data, decide on course of instruction from that point on. PLC time is used also for analyzing common and formative assessments. Teachers will also review exit slip data during this time, and analyze learning targets for the upcoming week. All this will be discussed during monthly RTI meetings.	Professional Learning	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers Principal

Goal 9: After the 2016 KPREP test, students will have reduced novice in math.

Measurable Objective 1:

10% of Third, Fourth and Fifth grade students will increase student growth by reducing the number of novice on the in Mathematics by 08/05/2016 as measured by on the 2016 KPREP test..

Strategy 1:

Math Intervention - After each MAP test we take during the 2016-5-16 school year, the teachers along with the interventionists in math will study scores to determine which students will need Tier II and Tier III after screening each student that is two grade levels below. Once those students are determined which tier, they will receive at least 30 minutes of intervention outside the classroom core time.

Category: Continuous Improvement

Research Cited: In education, response to intervention (commonly abbreviated RTI or Rtl) is an approach to academic and behavioral intervention used in the United States to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards. RTI seeks to prevent academic and behavioral failure through universal screening, early intervention, frequent progress monitoring, and

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increasingly intensive research-based instruction or interventions for children who continue to have difficulty. RTI is a multileveled approach for aiding students that is adjusted and modified as needed.

Activity - MAF intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The MAF interventionist will screen using the AVMR all low scoring math MAP students to determine where they should begin on the leveled chart. Once students reach the appropriate grade level for release, the MAF interventionist will release the student.	Academic Support Program	01/04/2016	12/16/2016	\$41000	Math Achievement Fund	MAF Interventionist Principal
Activity - Math Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For Tier III students, they will be serviced by the Title I math interventionist at least 30 minutes outside the classroom. Students will be instructed by their MAP strand and tested every other week on math Easy CBM to determine progress.	Academic Support Program	01/04/2016	12/16/2016	\$2000	Title I Schoolwide	Title I math interventionist Principal
Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers and Instructional Assistants will collaborate with content teachers and remain in the core class with IEP students. These teachers will modify assignments and teach centers.	Academic Support Program	01/04/2016	12/16/2016	\$0	IDEA	Special Education Teachers Teachers Principal District Special Ed Coordinator

Goal 10: All LES teachers will be members of a committee and correlate that make instructional decisions for our school.

Measurable Objective 1:

increase student growth by meeting as a leadership group to make sound, instructional decisions for our school by 05/31/2016 as measured by minutes from committee meetings .

Strategy 1:

LES Committees & Correlates - Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

- The faculty and leadership have a shared vision. 73.7% 96.9%
- There is an atmosphere of trust and mutual respect in this school. 52.5% 73.3%
- Teachers feel comfortable raising issues and concerns that are important to them. 46.2% 67.7%
- The school leadership consistently supports teachers. 60.0% 69.0%

Comprehensive School Improvement Plan

Lancaster Elementary School

The school leadership makes a sustained effort to address teacher concerns about:

- a. Leadership issues 61.5% 82.1%
- b. Facilities and resources 64.1% 93.5%
- c. The use of time in my school 61.5% 83.3%

According to the 2015 TELL survey, teachers did not feel they were trusted as leaders of the school (1st percentage listed). These percentages are down from the 2013 TELL survey (2nd number) Each teacher is a member of a committee- Reading, Math, Writing and Enrichment committee. These committee meet every other month to decide on instructional practices and resources for our school. There is a chair of each committee and they are to keep minutes of their meetings. Correlates are managed by school needs and the SBDM council. Correlates can be charged by the SBDM to help them make school-wide decisions and policies. The correlates report back to SBDM with their decision, and SBDM votes to accept or may send it back for revisions.

Decisions made by teachers include (but not limited:

- Master Schedule
- Enrichment classes
- Program Reviews
- Writing Plan
- Math Resources
- Textbooks
- KPREP testing celebrations
- MAP testing schedule
- MAP testing celebrations
- Positive Behavior Support
- CSIP development
- Safe Crisis Management protocols
- Family Nights
- Teacher recognition

Category: Professional Learning & Support

Research Cited: Teacher leaders need to work together and work with others to be able to highlight features of effective pedagogical practice, label productive and unproductive relationships with key stakeholders, and produce artifacts from their leadership efforts that others can use to find their way to change and improvement.

Activity - Instructional decisions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Lancaster Elementary School

Teachers will meet with their committee bi-monthly to discuss instructional strategies and resources needed for our school and students.	Professional Learning, Academic Support Program	01/04/2016	12/16/2016	\$0	No Funding Required	Teachers Principal Asst. Principal
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Activity - Academic/ Spirit Celebrations and Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES committees and correlates also man celebrations and recognitions for our school. Anything that our students do academically, extra-curricular or civically is celebrated and monitored by our committees and correlates.	Other - Celebrations-Academic and School cuture	01/04/2016	12/16/2016	\$1500	General Fund	Teachers Principal

Goal 11: For the 2016 KPREP test, LES students will reduce in novice in Reading.

Measurable Objective 1:

8% of Third, Fourth and Fifth grade students will increase student growth by reducing the number of novice in Reading by 08/05/2016 as measured by on the 2016 KPREP test..

Strategy 1:

Reading Intervention - Students that have scored below two grade levels on the 2015-16 MAP test will be screened to determine which level of RTI is needed. Students in Tier II intervention may stay in the classroom and be instructed daily by the teacher or the interventionist in guided reading. Tier III students will receive another 30 minutes daily of reading instruction using the MAP standards strand and conducted by our Title I reading interventionist, reading coach or Americorp person. Interventions will include MAP standards, LLI, or ERI. Tier II interventions will be by the student's F & P Benchmark level for Guided Reading.

Category: Continuous Improvement

Research Cited: In education, response to intervention (commonly abbreviated RTI or RtI) is an approach to academic and behavioral intervention used in the United States to provide early, systematic, and appropriately intensive assistance to children who are at risk for or already underperforming as compared to appropriate grade- or age-level standards. RTI seeks to prevent academic and behavioral failure through universal screening, early intervention, frequent progress monitoring, and increasingly intensive research-based instruction or interventions for children who continue to have difficulty. RTI is a multileveled approach for aiding students that is adjusted and modified as needed.

Activity - Reading Interventionist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES has a reading intervention teacher that will service K-5th grades, with a higher concentration in working with 3rd-5th grade students that are struggling in reading. This interventionist will go to classrooms and instruct in small groups and keep running data to determine when students will exit out of her group. We will use MAP to determine growth of those students.	Academic Support Program	01/04/2016	05/01/2016	\$0	No Funding Required	Reading Interventionist Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional decisions	Teachers will meet with their committee bi-monthly to discuss instructional strategies and resources needed for our school and students.	Professional Learning, Academic Support Program	01/04/2016	12/16/2016	\$0	Teachers Principal Asst. Principal
Faculty Meetings	Each month a part of the Charlotte Danielson Framework will be given to the teachers to inform them of the PGES framework.	Professional Learning	01/04/2016	12/16/2016	\$0	Principal Asst. Principal
First Day Lesoon	Teachers will have lesson plan for positive behavior support on the first day of school. The PBIS team will develop the first day lesson that all teachers will do. At each break in the school year, once the students come back, the teachers are to revisit our PBIS goals. The teachers are to practice the behaviors the first three days of school.	Behavioral Support Program	08/12/2015	05/16/2016	\$0	Principal Teachers PBIS committee
Leveled Literacy Intervention (LLI)	All students in Tier III reading intervention will recieve LLI. They will be assessed weekly through the LLI program and Easy CBM for progress monitoring. From these assessments tiers will be determined for the students.	Academic Support Program	01/04/2016	12/16/2016	\$0	Intervention teachers Title I Principal Reading Coach
RTI/PLC meetings	Teachers will attend monthly RTI meetings and weekly PLC meetings. In these meetings best practices will be discussed, professional learning videos will be presented and discussions and plans to implement will be planned.	Professional Learning	01/05/2015	12/18/2015	\$0	Principal Teachers
Writing Celebrations	The school's writing committee will set goals for students in writing and create reward opportunities for those that achieve the goals.	Academic Support Program	01/04/2016	12/16/2016	\$0	Writing committee Title I Teachers Principal
100th Day	Primary classes will celebrate the 100th day of school using math activities with 100.	Academic Support Program	01/04/2017	12/19/2017	\$0	Teachers Attendance Clerk Title I

Comprehensive School Improvement Plan

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Individual Data Plans	The principal will create a data plan card for every 3rd, 4th and 5th grade student. The card will consist of data from MAP, KPREP and F&P reading levels. The principal will meet individually with each student three times a year to discuss his/her scores on these assessments and set goals for the next assessment.	Academic Support Program	01/04/2016	12/16/2016	\$0	Principal Students Teachers
Language Mechanics instruction	Teachers in all grades will use the writing vocabulary activities of Evan More to improve our students overall literacy skills.	Academic Support Program	01/04/2016	12/16/2016	\$0	Teachers Principal Title I support Reading Committee
Leveled Literacy Intervention	Teachers and Interventionists will use LLI as a Tier II and Tier III intervention. They will record student progress.	Academic Support Program	01/05/2015	12/18/2015	\$0	Interventionist s Title staff Teachers
Reading Interventionist	LES has a reading intervention teacher that will service K-5th grades, with a higher concentration in working with 3rd-5th grade students that are struggling in reading. This interventionist will go to classrooms and instruct in small groups and keep running data to determine when students will exit out of her group. We will use MAP to determine growth of those students.	Academic Support Program	01/04/2016	05/01/2016	\$0	Reading Interventionist Principal
PLC/RTI meetings	Each teacher is a member of their grade group PLC group that meets weekly. Each teacher will fill out PLC minutes to inform others of what was discussed. They will review data, decide on course of instruction from that point on. PLC time is used also for analyzing common and formative assessments. Teachers will also review exit slip data during this time, and analyze learning targets for the upcoming week. All this will be discussed during monthly RTI meetings.	Professional Learning	01/04/2016	12/16/2016	\$0	Teachers Principal
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Chart- School wide	PBIS came up with a school wide behavior chart for all classes. Each class will have their names on the chart and ALL teachers, including Encore area teachers, will use this chart to monitor all classroom behaviors for each student. These charts are monitored and results recorded for each student. Results are used to justify whether the student receives the Good Behavior Leopard Reward at the end of each 9 weeks.	Behavioral Support Program	01/04/2016	12/16/2016	\$2000	Asst. Principal Principal Counselor Teachers PBIS committee
Academic/ Spirit Celebrations and Recognition	LES committees and correlates also man celebrations and recognitions for our school. Anything that our students do academically, extra-curricular or civically is celebrated and monitored by our committees and correlates.	Other - Celebrations-Academic and School cuture	01/04/2016	12/16/2016	\$1500	Teachers Principal

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Lunchroom Sticker Charts	Each day the cafeteria monitor will reward classes for following the cafeteria rules by giving them a sticker on their chart. Each class has a chart hanging in the cafeteria, and teachers will check each day to see if their class earned a sticker. Rewards will be given out in individual classrooms and then recognized at 9 week rallies.	Behavioral Support Program	01/04/2016	12/16/2016	\$100	Teachers PBIS committee Asst. Principal Cafeteria Monitors Principal
Total					\$3600	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindegarten Readiness	Each summer our Family Resource personnel will hold a Kindergarten readiness day for students, parents, and teachers to meet one another and sign up for Kindergarten. The FRC will hand out resources, offer services and train the teachers on what they do.	Career Preparation/Orientation, Parent Involvement, Academic Support Program	06/01/2016	07/29/2016	\$3000	FRC Kindergarten teachers Principal
Total					\$3000	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention	For Tier III students, they will be serviced by the Title I math interventionist at least 30 minutes outside the classroom. Students will be instructed by their MAP strand and tested every other week on math Easy CBM to determine progress.	Academic Support Program	01/04/2016	12/16/2016	\$2000	Title I math interventionist Principal
Number Talks book study	Math teachers on the math committee will meet and discuss the number talks book that is highly recommended by KCM and used in trainings for the Math Intervention Teachers of the MAF grant. The book discusses ways to focus on number sense at each grade level and how to structure for students, which is a low area for our students.	Professional Learning, Academic Support Program	01/04/2016	12/16/2016	\$300	Math Teachers Intervention teachers Principal
Total					\$2300	

Math Achievement Fund

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

Lancaster Elementary School

MAF intervention	The MAF interventionist will screen using the AVMR all low scoring math MAP students to determine where they should begin on the leveled chart. Once students reach the appropriate grade level for release, the MAF interventionist will release the student.	Academic Support Program	01/04/2016	12/16/2016	\$41000	MAF Interventionist Principal
Math Intervention-MAF	Through our Math Achievement Fund grant, our math interventionist will use MAP math results as an indicator of K-3 students that need to be tested and screened using the AVMR. This assessment will pinpoint students weaknesses and determine if they meet Tier II math requirements. The MAF interventionist will work in small group with same level students until improvement into the 4-5 range on the AVMR. At that time, the skill will have been 'mastered' and the student will test out of intervention. Once Tier II interventions are complete, the math interventionist will move to Tier III.	Academic Support Program	08/12/2015	05/16/2016	\$42000	Principal Math Achievement Fund Interventionist
Total					\$83000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESS tutoring	ESS supports a morning tutoring session everyday for thirty minutes and two days a week for one hour each. Two interventionists conduct the tutoring sessions by offering small group help and lessons through Compass Learning, a computer based program.	Tutoring, Academic Support Program	01/04/2017	12/19/2017	\$3000	Interventionists ESS tutors Principal Asst. Principal District ESS coordinator
Total					\$3000	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Running Records	Each teacher will be trained to keep running records of students' reading level. Assessments will be given to below grade level students weekly and on grade level students quarterly. Records will be moved through the grades with the students.	Academic Support Program	01/05/2015	12/18/2015	\$500	Principal Title Teachers Reading Coach
Math Interventionist-MAF Grant	LES acquired the Math Achievement Fund (MAF) grant for the 2016-17 school year. The math interventionist screens all students scoring low on the MAP test. The interventionist chooses the Tier II group first before moving down into the tier III group.	Direct Instruction, Academic Support Program	01/04/2017	12/19/2017	\$1600	MAF Interventionist Principal
Total					\$2100	

Comprehensive School Improvement Plan

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
LEOPARDS	Each class will have the opportunity to receive a 'hand'. This hand is given by anyone that sees positive classroom behavior in class, the hallways, cafeteria, etc. Once the class receives enough hands to spell LEOPARDS, they will receive a special day voted on by the class. The class with the most times of spelling LEOPARDS will be recognized at every nine week rally and will receive a pizza party.	Behavioral Support Program	08/12/2015	05/16/2016	\$350	PBIS team Principal Guidance Counselor
Total					\$350	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Scrimmages	5th grade teachers along with Writing interventionist will conduct quarterly writing scrimmages for on demand practice. The teachers will conduct weekly on demand practices for 5th grade students.	Academic Support Program	01/04/2016	12/16/2016	\$500	Writing Coach Principal Title I resource teachers Teachers
RTI	Incorporate K-5th Reading interventions into daily schedule for at risk students. LES will use Fountas and Pinnell Leveled Literacy Intervention (LLI) for all grades.	Academic Support Program	01/04/2017	12/19/2017	\$1500	Title I teachers Principal Reading Coach Teachers Americorp
Kindergarten Tier III	Tier III support will be available through Title I interventionists for those students two levels or more below grade level. Kindergarten students must complete all levels of ERI before moving on to any other Tier III intervention.	Academic Support Program	01/04/2016	12/16/2016	\$500	Title I Teachers and staff Teachers Principal
Early Literacy Night	LES will hold a Literacy Night to focus on early learning with our preschool and Kindergarten students. Free books will be given to the students and parents will be informed on reading practices they can do at home. Title I will coordinate this night.	Parent Involvement	05/16/2016	05/16/2016	\$300	Title teachers Pre school teachers Kindergarten teachers Principal Youth Service Center

Comprehensive School Improvement Plan

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Math RTI	Incorporate KCM strategies and instruction into 3rd-5th math interventions for Tier III students.	Academic Support Program	01/04/2017	12/19/2017	\$2600	Title I teachers Math teachers Principal Guided Math teachers Math Committee
Support	Title I teachers, including reading coach and district instructional support staff will serve as Math and Reading curriculum support for all at risk students. This team will locate resources for teachers such as school wide vocabulary programs, reading programs and math. Support staff will train teachers on the use of the new programs and offer ongoing training as needed. We also use support staff to go in the classroom to provide collaborative instruction alongside the teacher. This is occurring in every grade.	Academic Support Program	01/04/2017	12/19/2017	\$150000	District Staff Principal Title I teachers Title I instructional assistants Reading Coach
Math Night	LES will hold a Math Night for all students to bring their parents in for math lessons. Math teachers will demonstrate how they are teaching the children the 'new' math and answer questions. This will be a Title I parent Involvement night and will be split among the grade levels.	Parent Involvement	01/04/2016	12/16/2016	\$200	Title I teachers Math teachers Principal FRC
Total					\$155600	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leader In Me	LES will be conducting a Leader In Me book study to start off our pledge to become a Leader In Me school. We will also be sending all of our teachers to visit a Leader In Me school as required by Franklin Covey before as part of the application process.	Behavioral Support Program	01/04/2016	12/16/2016	\$1500	Assistant Superintendent Asst. Principal Principal Teachers
Total					\$1500	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Special Ed. Collaboration	Special education teachers and aide will be in the classroom with IEP students to modify lessons and add extra support to those students while remaining in the regular classroom. Collaboration will be in every classroom K-5th.	Academic Support Program	01/04/2017	12/19/2017	\$0	Special Ed teachers Special Education District Coordinator Teachers Principal

Comprehensive School Improvement Plan

Lancaster Elementary School

Collaboration	Special Education teachers and Instructional Assistants will collaborate with content teachers and remain in the core class with IEP students. These teachers will modify assignments and teach centers.	Academic Support Program	01/04/2016	12/16/2016	\$0	Special Education Teachers Teachers Principal District Special Ed Coordinator
Total					\$0	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	LES conducts an annual needs assessment using data from KPREP, MAP, and common assessments. Data from Guided Math is used to make instructional decisions for individual students. KPREP and MAP scores are used to make student level and classroom level decisions regarding instruction and interventions. Student data is recorded in the data room and reviewed often by staff members who monitor student progress and movement among levels and tiers.	

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Comprehensive School Improvement Plan

Lancaster Elementary School

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	LES spends Title I monies appropriately and efficiently. We purchase instructional materials such as books, charts, cards, instructional games and materials to be used in intervention classes both during school and after school. The Reading series we currently use was purchased with Title I money.	

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

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

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

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

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

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

Comprehensive School Improvement Plan

Lancaster Elementary School

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.	N/A	LES is a school wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	N/A	LES is a school wide Title I school.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Our school plans activities with many organizations. Americorp has activities throughout the year that involve our students such as clothing and food drives. Our students have visits with state governmental agencies and local businesses come in often to present and sponsor arts programs.	

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.	N/A	Lancaster Elementary is a school wide Title I program.	

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	We allocated monies for ESS, Americorp and Title I programs for our students and we maintained appropriate financial records. We reported to our SBDM council when spending Title I funds and to our district office. The school operates under a school wide Title I program.	

Comprehensive School Improvement Plan

Lancaster Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	We are a school wide Title I program. We send home the Parent Compact with all of our students since we are a school wide Title I school. We hold bimonthly parent involvement nights that help parents understand our reading and math standards, show them how they can help through games, and provide them resources.	

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	We are a school wide Title I school.	

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

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

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

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

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

Comprehensive School Improvement Plan

Lancaster Elementary School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Federal funds are not used for these positions.	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	All of our para-educators are only scheduled for instructional duties as reflected by our master schedule. The only exception to this is kindergarten instructional assistants who are also assigned to lunch duty with their classes in accordance with their job descriptions.	

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	All of our classes are below cap size.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	All of our classes are below cap size without using Title I funds.	

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:

LES will implement positive behavior instruction to provide a safe, nurturing, structured environment for learning.

Measurable Objective 1:

demonstrate a behavior by implementing positive standards for behavior and rewarding those that follow those standards. by 01/04/2017 as measured by Criteria set by the PBIS team that meets monthly..

Strategy1:

Rewards - LES teachers and staff will positively reward students for following PBIS rules in the hallway and cafeteria. Each day classes will be rewarded for following cafeteria rules. We will do monthly recognitions for these classes that earn stickers.

Category: Learning Systems

Research Cited: Positive Behavior Intervention System

Activity - Behavior Chart- School wide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS came up with a school wide behavior chart for all classes. Each class will have their names on the chart and ALL teachers, including Encore area teachers, will use this chart to monitor all classroom behaviors for each student. These charts are monitored and results recorded for each student. Results are used to justify whether the student receives the Good Behavior Leopard Reward at the end of each 9 weeks.	Behavioral Support Program	01/04/2016	12/16/2016	\$2000 - General Fund	Asst. Principal Principal Counselor Teachers PBIS committee

Activity - Lunchroom Sticker Charts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each day the cafeteria monitor will reward classes for following the cafeteria rules by giving them a sticker on their chart. Each class has a chart hanging in the cafeteria, and teachers will check each day to see if their class earned a sticker. Rewards will be given out in individual classrooms and then recognized at 9 week rallies.	Behavioral Support Program	08/09/2017	12/19/2017	\$100 - General Fund	Teachers PBIS committee Asst. Principal Cafeteria Monitors Principal

Strategy2:

PBIS Team - Each year LES will set a team of instructional assistants and teachers to monitor behavior. This team will be called the PBIS team and will meet monthly to complete mandatory reports and discuss any changes to the daily routine of the school to make it a safer, more comfortable environment for our students to learn. The PBIS team decides on the school's behavior checklist that students follow to earn a good leopard behavior reward each 9 weeks.

Comprehensive School Improvement Plan

Lancaster Elementary School

Category: Other - Behavioral strategy

Research Cited: The mission of the Kentucky Center for Instructional Discipline (KYCID) is to train and support schools in the implementation of positive, proactive, and instructional strategies so students become self-disciplined, responsible, and productive members of their community and ultimately the Commonwealth of Kentucky. Schools will be encouraged to begin a program when they are ready and move at their own pace. The center also provides a regional training calendar which will offer several opportunities for training events to schools, coaches and administrators. The Kentucky center coordinates efforts with the Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) which is out of the Office of Special Education Programs, US Department of Education in addition to training on Bully Prevention Programs from trainers certified by the nationally recognized Olweus Program. <http://www.kycid.org/>

Activity - LEOPARDS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each class will have the opportunity to receive a 'hand'. This hand is given by anyone that sees positive classroom behavior in class, the hallways, cafeteria, etc. Once the class receives enough hands to spell LEOPARDS, they will receive a special day voted on by the class. The class with the most times of spelling LEOPARDS will be recognized at every nine week rally and will receive a pizza party.	Behavioral Support Program	08/18/2017	08/25/2017	\$350 - Other	PBIS team Principal Guidance Counselor

Activity - First Day Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have lesson plan for positive behavior support on the first day of school. The PBIS team will develop the first day lesson that all teachers will do. At each break in the school year, once the students come back, the teachers are to revisit our PBIS goals. The teachers are to practice the behaviors the first three days of school.	Behavioral Support Program	08/18/2017	08/25/2017	\$0 - No Funding Required	Principal Teachers PBIS committee

Activity - Leader In Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES will be conducting a Leader In Me book study to start off our pledge to become a Leader In Me school. We will also be sending all of our teachers to visit a Leader In Me school as required by Franklin Covey before as part of the application process.	Behavioral Support Program	08/09/2017	05/26/2018	\$1500 - Title I School Improvement (ISI)	Assistant Superintendent Asst. Principal Principal Teachers

Goal 2:

All LES teachers will be members of a committee and correlate that make instructional decisions for our school.

Measurable Objective 1:

increase student growth by meeting as a leadership group to make sound, instructional decisions for our school by 12/19/2017 as measured by minutes from committee meetings .

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Strategy1:

LES Committees & Correlates - Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

- a. The faculty and leadership have a shared vision. 73.7% 96.9%
- b. There is an atmosphere of trust and mutual respect in this school. 52.5% 73.3%
- c. Teachers feel comfortable raising issues and concerns that are important to them. 46.2% 67.7%
- d. The school leadership consistently supports teachers. 60.0% 69.0%

The school leadership makes a sustained effort to address teacher concerns about:

- a. Leadership issues 61.5% 82.1%
- b. Facilities and resources 64.1% 93.5%
- c. The use of time in my school 61.5% 83.3%

According to the 2015 TELL survey, teachers did not feel they were trusted as leaders of the school (1st percentage listed). These percentages are down from the 2013 TELL survey (2nd number) Each teacher is a member of a committee- Reading, Math, Writing and Enrichment committee. These committee meet every other month to decide on instructional practices and resources for our school. There is a chair of each committee and they are to keep minutes of their meetings. Correlates are managed by school needs and the SBDM council. Correlates can be charged by the SBDM to help them make school-wide decisions and policies. The correlates report back to SBDM with their decision, and SBDM votes to accept or may send it back for revisions.

Decisions made by teachers include (but not limited):

- Master Schedule
- Enrichment classes
- Program Reviews
- Writing Plan
- Math Resources
- Textbooks
- KPREP testing celebrations
- MAP testing schedule
- MAP testing celebrations
- Positive Behavior Support
- CSIP development
- Safe Crisis Management protocols
- Family Nights
- Teacher recognition

Category: Professional Learning & Support

Research Cited: Teacher leaders need to work together and work with others to be able to highlight features of effective pedagogical practice, label productive and unproductive relationships with key stakeholders, and produce artifacts from their leadership efforts that others can use to find their way to change and improvement.

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Activity - Instructional decisions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with their committee bi-monthly to discuss instructional strategies and resources needed for our school and students.	Professional Learning Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Principal Asst. Principal

Activity - Academic/ Spirit Celebrations and Recognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES committees and correlates also man celebrations and recognitions for our school. Anything that our students do academically, extra-curricular or civically is celebrated and monitored by our committees and correlates.	Other - Celebrations -Academic and School cuture	01/04/2017	12/19/2017	\$1500 - General Fund	Teachers Principal

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

Goal 1:

The students scoring at or above proficiency in MATH will increase from 46% to 48%.

Measurable Objective 1:

45% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematics by increasing in achievement in Mathematics by 05/30/2015 as measured by 2016 KPREP scores.

Strategy1:

Math Focus - LES started a new tutoring program the runs 30 minutes before school and an hour after school on Tuesday and Thursday. Two interventionists conduct the tutoring at each session. Students work on math from the tutor or work on lessons from Compass Learning, a computer based program. On top of the tutoring, we are adding math days, special moments during the year to teach and focus on math.

Category: Continuous Improvement

Research Cited: ESS monies

Americorp

Interventionists

Activity - Math Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES will hold a Math Night for all students to bring their parents in for math lessons. Math teachers will demonstrate how they are teaching the children the 'new' math and answer questions. This will be a Title I parent Involvement night and will be split among the grade levels.	Parent Involvement	01/04/2016	12/16/2016	\$200 - Title I Part A	Title I teachers Math teachers Principal FRC

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Activity - 100th Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary classes will celebrate the 100th day of school using math activities with 100.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Attendance Clerk Title I

Activity - ESS tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESS supports a morning tutoring session everyday for thirty minutes and two days a week for one hour each. Two interventionists conduct the tutoring sessions by offering small group help and lessons through Compass Learning, a computer based program.	Tutoring Academic Support Program	01/04/2017	12/19/2017	\$3000 - Title II Part A	Interventionists ESS tutors Principal Asst. Principal District ESS coordinator

Strategy2:

Math Intervention - Math committee at LES implemented Guided Math into the 2016-17 school year. All teachers K-2 teach Guided Math which is a Tier II math intervention that groups students by their level and are strictly taught skills to improve to reach mastery at their grade level. LES teachers developed their own curriculum to meet the needs of the students with the help of KCM, We are part of the MAF grant that specializes intervention in K-3rd grades. We also have an interventionist serving 4th & 5th in math using "Do the Math" intervention.

Category: Continuous Improvement

Research Cited: KCM-Pilot program

KCM conferences

Math cohort

Activity - Math RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate KCM strategies and instruction into 3rd-5th math interventions for Tier III students.	Academic Support Program	01/04/2017	12/19/2017	\$2600 - Title I Part A	Title I teachers Math teachers Principal Guided Math teachers Math Committee

Activity - Math Interventionist-MAF Grant	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES acquired the Math Achievement Fund (MAF) grant for the 2016-17 school year. The math interventionist screens all students scoring low on the MAP test. The interventionist chooses the Tier II group first before moving down into the tier III group.	Direct Instruction Academic Support Program	01/04/2017	12/19/2017	\$1600 - School Council Funds	MAF Interventionist Principal

Activity - Special Ed. Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and aide will be in the classroom with IEP students to modify lessons and add extra support to those students while remaining in the regular classroom. Collaboration will be in every classroom K-5th.	Academic Support Program	01/04/2017	12/19/2017	\$0 - IDEA	Special Ed teachers Special Education District Coordinator Teachers Principal

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Goal 2:

The percentage Gap students scoring at or above proficiency in Reading will increase from 38.9-43.0

Measurable Objective 1:

43% of Third, Fourth and Fifth grade students will demonstrate a proficiency increase of 4% in Reading by 05/26/2017 as measured by KPREP test results.

Strategy1:

Guided Reading - LES will change its master schedule to allow every teacher each morning to teach a guided reading class. Each student will be leveled using Fountas and Pinnell leveling system. Each grade will divide the levels among the grade with each teacher having at least one low level group to work with each day. Teachers will progress monitor below grade level students weekly, and on grade level students each 9 weeks. LES teachers will conduct a book study on the Jan Richardson Guided Reading Practice. Analysis of practice will be monitored by LES Reading Coach and discuss in RTI meetings.

Category: Continuous Improvement

Research Cited: Reading Recovery; Fountas and Pinnell Guided Reading

Jan Richardson Guided Reading

Reading Committee

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Interventionists will use LLI as a Tier II and Tier III intervention. They will record student progress.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Interventionists Title staff Teachers

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will be trained to keep running records of students' reading level. Assessments will be given to below grade level students weekly and on grade level students quarterly. Records will be moved through the grades with the students.	Academic Support Program	01/05/2015	12/18/2015	\$500 - School Council Funds	Principal Title Teachers Reading Coach

Strategy2:

Interventions - Title I teachers will serve as interventionists to add support for at risk students. Teachers will continue to use Guided Reading, Fountas and Pinnell Benchmarking and LLI Reading to use as tools to increase students' reading skills. LES implemented a reading coach this year that services each grade but 2nd grade with in class intervention. For our struggling students, we offer collaboration with the use of the special education teacher and instructional assistants.

Category: Continuous Improvement

Research Cited: The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in

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reading.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate K-5th Reading interventions into daily schedule for at risk students. LES will use Fountas and Pinnell Leveled Literacy Intervention (LLI) for all grades.	Academic Support Program	01/04/2017	12/19/2017	\$1500 - Title I Part A	Title I teachers Principal Reading Coach Teachers Americorp

Activity - Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I teachers, including reading coach and district instructional support staff will serve as Math and Reading curriculum support for all at risk students. This team will locate resources for teachers such as school wide vocabulary programs, reading programs and math. Support staff will train teachers on the use of the new programs and offer ongoing training as needed. We also use support staff to go in the classroom to provide collaborative instruction alongside the teacher. This is occurring in every grade.	Academic Support Program	01/04/2017	12/19/2017	\$150000 - Title I Part A	District Staff Principal Title I teachers Title I instructional assistants Reading Coach

Goal 3:

All students at Lancaster Elementary will become proficient in reading by increasing 36.8% to 50%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the KPREP reading in Reading by 05/19/2017 as measured by the May KPREP test.

Strategy1:

Formative Assessment Analysis - Teachers and students in the 3rd, 4th and 5th grades will analyze data from KPREP, MAP and F&P, Exit Slips, Formative Assessments and District Common Assessments to better determine course of instruction for individual students.

Category: Continuous Improvement

Research Cited: Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. Research indicates the following conclusions:

Formative assessment produces greater increases in student achievement and is cheaper than other efforts to boost achievement, including reducing class sizes and increasing teachers' content knowledge.

Formative assessment that occurs within and between instructional units (medium-cycle assessment) as well as within and between lessons (short-cycle assessment) has been shown to improve students' achievement. Formative assessment across marking periods, quarters, semesters, or years (intervals of four weeks to one year) has not been shown to improve students' achievement.

In classrooms where medium- and short-cycle formative assessment was used, teachers reported greater professional satisfaction and increased student engagement in learning.

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Activity - PLC/RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher is a member of their grade group PLC group that meets weekly. Each teacher will fill out PLC minutes to inform others of what was discussed. They will review data, decide on course of instruction from that point on. PLC time is used also for analyzing common and formative assessments. Teachers will also review exit slip data during this time, and analyze learning targets for the upcoming week. All this will be discussed during monthly RTI meetings.	Professional Learning	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Principal

Activity - Individual Data Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will create a data plan card for every 3rd, 4th and 5th grade student. The card will consist of data from MAP, KPREP and F&P reading levels. The principal will meet individually with each student three times a year to discuss his/her scores on these assessments and set goals for the next assessment.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Principal Students Teachers

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

Goal 1:

For the 2016-2017 school year, all Kindergarten students will be assessed on Kindergarten Readiness.

Measurable Objective 1:

60% of Kindergarten grade students will demonstrate a proficiency in reading and math in English Language Arts by 09/22/2017 as measured by using the Brigance readiness test.

Strategy1:

Literacy Day - The school will hold a literacy night for Kindergarten and pre-school students and their families to hand out information on the importance of reading. We will also give out free books to every student that attends.

Category: Early Learning

Research Cited: Title I Family Involvement

Family Resource

Title I teachers

Kindergarten teachers

Principal

Kindergarten Teachers

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Pre School Teachers

Activity - Early Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES will hold a Literacy Night to focus on early learning with our preschool and Kindergarten students. Free books will be given to the students and parents will be informed on reading practices they can do at home. Title I will coordinate this night.	Parent Involvement	04/20/2017	04/20/2017	\$300 - Title I Part A	Title teachers Pre school teachers Kindergarten teachers Principal Youth Service Center

Strategy2:

Kindergarten Readiness - All incoming Kindergarten students in the 2015-2016 school year will be assessed using the Brigance readiness test. This assessment will help us measure Kindergarten readiness and to place all children into the direct instruction needed to prepare them for primary.

Category: Continuous Improvement

Research Cited: Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

In developing the above recommendation, the Task Force recognized the five developmental areas for school readiness are:

- Approaches to learning;
- Health and physical well-being;
- Language and communication development;
- Social and emotional development; and
- Cognitive and general knowledge.

In addition to the definition of school readiness, the Task Force developed a series of indicators related to the above developmental areas. These readiness indicators provide an overview of the expectations of primary schools for incoming students and provide guidance to families and communities on how to prepare children for school.

Also, a readiness indicator provides teachers, child care providers and parents a tool to better inform them on the specific strengths and needs of each individual child. These indicators represent the hopes and aspirations for incoming students, not the expectations. Children develop at different rates, not every child will have mastered all of the skills and behaviors at the beginning of a primary program.

Activity - Kindegarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summer our Family Resource personnel will hold a Kindergarten readiness day for students, parents, and teachers to meet one another and sign up for Kindergarten. The FRC will hand out resources, offer services and train the teachers on what they do.	Academic Support Program Parent Involvement Career Preparation/ Orientation	07/01/2017	07/31/2017	\$3000 - FRYSC	FRC Kindergarten teachers Principal

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

Goal 1:

For the 2016-2017 school year, all Kindergarten students will be assessed on Kindergarten Readiness.

Measurable Objective 1:

60% of Kindergarten grade students will demonstrate a proficiency in reading and math in English Language Arts by 09/22/2017 as measured by using the Brigance readiness test.

Strategy1:

Kindergarten Readiness - All incoming Kindergarten students in the 2015-2016 school year will be assessed using the Brigance readiness test. This assessment will help us measure Kindergarten readiness and to place all children into the direct instruction needed to prepare them for primary.

Category: Continuous Improvement

Research Cited: Families, early care and education providers, school staff and community partners must work together to provide environments and developmental experiences that promote growth and learning to ensure that all children in Kentucky enter school eager and excited to learn.

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Also, a readiness indicator provides teachers, child care providers and parents a tool to better inform them on the specific strengths and needs of each individual child. These indicators represent the hopes and aspirations for incoming students, not the expectations. Children develop at different rates, not every child will have mastered all of the skills and behaviors at the beginning of a primary program.

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Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each summer our Family Resource personnel will hold a Kindergarten readiness day for students, parents, and teachers to meet one another and sign up for Kindergarten. The FRC will hand out resources, offer services and train the teachers on what they do.	Academic Support Program Parent Involvement Career Preparation/Orientation	07/01/2017	07/31/2017	\$3000 - FRYSC	FRC Kindergarten teachers Principal

Strategy2:

Literacy Day - The school will hold a literacy night for Kindergarten and pre-school students and their families to hand out information on the importance of reading. We will also give out free books to every student that attends.

Category: Early Learning

Research Cited: Title I Family Involvement

Family Resource

Title I teachers

Kindergarten teachers

Principal

Kindergarten Teachers

Pre School Teachers

Activity - Early Literacy Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES will hold a Literacy Night to focus on early learning with our preschool and Kindergarten students. Free books will be given to the students and parents will be informed on reading practices they can do at home. Title I will coordinate this night.	Parent Involvement	04/20/2017	04/20/2017	\$300 - Title I Part A	Title teachers Pre school teachers Kindergarten teachers Principal Youth Service Center

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

Goal 1:

Primary students (K-3rd) will receive interventions daily to increase learning and growth and lessen the gap with grade peers.

Measurable Objective 1:

65% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency by benchmarking in Reading by 05/05/2017 as measured by MAP data.

Strategy1:

Reading Intervention - All students that are at least two grade levels behind on the Fountas and Pinnell Benchmark assessment test in reading will take an assessment test to further assess their needs. Through this assessment, students may be placed in a tier intervention to

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use LLI that goes along with our guided reading program the F&P benchmark system. Interventionists will progress monitor the students using the LLI monitoring assessments, Early Learning Intervention (ERI) assessment or Easy CBM progress monitoring.

Category: Continuous Improvement

Research Cited: The ILP Intervention Module has two components:

School-wide Intervention (Tier 1) - Interventions can be created for specific grades or whole school. School-wide interventions would appear on all students' ILP in the grade or school.

Student level Intervention (Tier 2 &3) - Interventions for individual students.

"The focus [of Tier I] is on improving the core classroom instruction in academics and behavior that ALL students receive. Tier I instruction is designed to address the needs of the majority of a school's students. By using flexible grouping, ongoing assessment, and targeting specific skills, classroom teachers are able to meet instructional goals." (McCook, 2006).

The Guide to the Kentucky System of Interventions has information for schools planning their intervention process.

When to use Tier 1- School Wide Interventions

If more than 20% of the students fail to meet college readiness standards, the school must look at systemic issues such as

- the alignment of the core curriculum to the Program of Studies and Core Content for Assessment,
- the organization and sequencing of courses,
- student access to core courses,
- assignment of teaching staff, organization of the extended school services program, etc.

Systemic issues can be addressed in the Comprehensive School and District Improvement Plans as appropriate, with progress reports on implementation provided to the school council and the local board of education.

What do Tier 2 and Tier 3 mean?

Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the core curriculum and Tier 2.

Tier 3 interventions are more intensive to target the student's academic or behavioral skill deficits for remediation of existing problems and the student's progress is monitored more frequently.

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Activity - Leveled Literacy Intervention (LLI)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in Tier III reading intervention will receive LLI. They will be assessed weekly through the LLI program and Easy CBM for progress monitoring. From these assessments tiers will be determined for the students.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Intervention teachers Title I Principal Reading Coach

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Activity - Kindergarten Tier III	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier III support will be available through Title I interventionists for those students two levels or more below grade level. Kindergarten students must complete all levels of ERI before moving on to any other Tier III intervention.	Academic Support Program	01/04/2017	12/19/2017	\$500 - Title I Part A	Title I Teachers and staff Teachers Principal

Measurable Objective 2:

50% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in primary KCAS standards in Mathematics by 05/05/2017 as measured by MAP data.

Strategy1:

Math Intervention-MAF, Title I - Through our Math Achievement Fund grant, our math interventionist will use MAP math results as an indicator of K-3 students that need to be tested and screened using the AVMR. This assessment will pinpoint students weaknesses and determine if they meet Tier II math requirements. The MAF interventionist will work in small group with same level students until improvement into the 4-5 range on the AVMR. At that time, the skill will have been 'mastered' and the student will test out of intervention. Once Tier II interventions are complete, the math interventionist will move to Tier III. Through Title I, we will service Tier III students K-5th using MAP as an indicator and screen using Easy CBM math. We will also progress monitor those students bi-monthly to determine growth.

Category: Early Learning

Research Cited: The Mathematics Achievement Fund grant provides schools with funds for teacher training and implementation of intervention services that address the needs of students in the primary program who are struggling with meeting grade level or benchmark expectations for mathematics. The intervention services should promote effective instructional practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students.

As specified in KRS 158.844, the intervention services selected must:

be provided to a student by a certified teacher with training in intervention services for primary students

be based on reliable, replicable research; and

be based on the ongoing assessment of individual student needs.

Activity - Math Intervention-MAF	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through our Math Achievement Fund grant, our math interventionist will use MAP math results as an indicator of K-3 students that need to be tested and screened using the AVMR. This assessment will pinpoint students weaknesses and determine if they meet Tier II math requirements. The MAF interventionist will work in small group with same level students until improvement into the 4-5 range on the AVMR. At that time, the skill will have been 'mastered' and the student will test out of intervention. Once Tier II interventions are complete, the math interventionist will move to Tier III.	Academic Support Program	08/21/2017	05/11/2018	\$42000 - Math Achievement Fund	Principal Math Achievement Fund Interventionist

Goal 2:

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All LES students will increase in their writing performance and LES will improve to 35% Proficient/Distinguished.

Measurable Objective 1:

35% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Language Mechanics and in Writing by 05/12/2017 as measured by Spring 2016 KPREP results..

Strategy1:

School Wide Literacy Program - LES will focus on writing and language mechanics to better prepare our students for the 21st century learning. We will use a school wide writing format for extended responses and on demand writing. Each six weeks LES will have an On Demand day that all students will write using the guidelines from Abel and Atherton's structure for that grade level. All teachers will also use the Words Their Way vocabulary series, along with Evan More Writing. We will also use Writing A-Z rubrics and self reflections to help our students understand the writing process better and to understand their own skills as a writer.

Category: Continuous Improvement

Research Cited: Words Their Way Vocabulary

Evan More Writing

Lucy Calkins Writing Workshop

Abel & Atherton

Writing a-z

Activity - Writing Scrimmages	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade levels will participate in the On Demand Days set by the Writing Committee and the structure that is for their grade. These practices will occur approximately every 6 weeks. 5th grade teachers along with Writing interventionist will conduct quarterly writing scrimmages for on demand practice. The teachers will conduct weekly on demand practices for 5th grade students.	Academic Support Program	01/04/2017	12/19/2017	\$500 - Title I Part A	Writing Coach Principal Title I resource teachers Teachers

Activity - Writing Celebrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's writing committee will set goals for students in writing and create reward opportunities for those that achieve the goals. We will set a writing on demand goal for all 5th graders, and those that attain the goal will receive recognition and a special act to be determined after results are posted.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Writing committee Title I Teachers Principal

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Activity - Language Mechanics instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all grades will use the writing vocabulary activities of Evan More to improve our students overall literacy skills. We will also use Moby Maxx for language mechanics test and checks.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Principal Title I support Reading Committee

Goal 3:

All students at Lancaster Elementary will become proficient in reading by increasing 36.8% to 50%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the KPREP reading in Reading by 05/19/2017 as measured by the May KPREP test.

Strategy1:

Formative Assessment Analysis - Teachers and students in the 3rd, 4th and 5th grades will analyze data from KPREP, MAP and F&P, Exit Slips, Formative Assessments and District Common Assessments to better determine course of instruction for individual students.

Category: Continuous Improvement

Research Cited: Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. Research indicates the following conclusions:

Formative assessment produces greater increases in student achievement and is cheaper than other efforts to boost achievement, including reducing class sizes and increasing teachers' content knowledge.

Formative assessment that occurs within and between instructional units (medium-cycle assessment) as well as within and between lessons (short-cycle assessment) has been shown to improve students' achievement. Formative assessment across marking periods, quarters, semesters, or years (intervals of four weeks to one year) has not been shown to improve students' achievement.

In classrooms where medium- and short-cycle formative assessment was used, teachers reported greater professional satisfaction and increased student engagement in learning.

Activity - PLC/RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher is a member of their grade group PLC group that meets weekly. Each teacher will fill out PLC minutes to inform others of what was discussed. They will review data, decide on course of instruction from that point on. PLC time is used also for analyzing common and formative assessments. Teachers will also review exit slip data during this time, and analyze learning targets for the upcoming week. All this will be discussed during monthly RTI meetings.	Professional Learning	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Principal

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Activity - Individual Data Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will create a data plan card for every 3rd, 4th and 5th grade student. The card will consist of data from MAP, KPREP and F&P reading levels. The principal will meet individually with each student three times a year to discuss his/her scores on these assessments and set goals for the next assessment.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Principal Students Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

The percentage Gap students scoring at or above proficiency in Reading will increase from 38.9-43.0

Measurable Objective 1:

43% of Third, Fourth and Fifth grade students will demonstrate a proficiency increase of 4% in Reading by 05/26/2017 as measured by KPREP test results.

Strategy1:

Interventions - Title I teachers will serve as interventionists to add support for at risk students. Teachers will continue to use Guided Reading, Fountas and Pinnell Benchmarking and LLI Reading to use as tools to increase students' reading skills. LES implemented a reading coach this year that services each grade but 2nd grade with in class intervention. For our struggling students, we offer collaboration with the use of the special education teacher and instructional assistants.

Category: Continuous Improvement

Research Cited: The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incorporate K-5th Reading interventions into daily schedule for at risk students. LES will use Fountas and Pinnell Leveled Literacy Intervention (LLI) for all grades.	Academic Support Program	01/04/2017	12/19/2017	\$1500 - Title I Part A	Title I teachers Principal Reading Coach Teachers Americorp

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Activity - Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I teachers, including reading coach and district instructional support staff will serve as Math and Reading curriculum support for all at risk students. This team will locate resources for teachers such as school wide vocabulary programs, reading programs and math. Support staff will train teachers on the use of the new programs and offer ongoing training as needed. We also use support staff to go in the classroom to provide collaborative instruction alongside the teacher. This is occurring in every grade.	Academic Support Program	01/04/2017	12/19/2017	\$150000 - Title I Part A	District Staff Principal Title I teachers Title I instructional assistants Reading Coach

Strategy2:

Guided Reading - LES will change its master schedule to allow every teacher each morning to teach a guided reading class. Each student will be leveled using Fountas and Pinnell leveling system. Each grade will divide the levels among the grade with each teacher having at least one low level group to work with each day. Teachers will progress monitor below grade level students weekly, and on grade level students each 9 weeks. LES teachers will conduct a book study on the Jan Richardson Guided Reading Practice. Analysis of practice will be monitored by LES Reading Coach and discuss in RTI meetings.

Category: Continuous Improvement

Research Cited: Reading Recovery; Fountas and Pinnell Guided Reading

Jan Richardson Guided Reading

Reading Committee

Activity - Running Records	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will be trained to keep running records of students' reading level. Assessments will be given to below grade level students weekly and on grade level students quarterly. Records will be moved through the grades with the students.	Academic Support Program	01/05/2015	12/18/2015	\$500 - School Council Funds	Principal Title Teachers Reading Coach

Activity - Leveled Literacy Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Interventionists will use LLI as a Tier II and Tier III intervention. They will record student progress.	Academic Support Program	01/05/2015	12/18/2015	\$0 - No Funding Required	Interventionists Title staff Teachers

Goal 2:

All students at Lancaster Elementary will become proficient in reading by increasing 36.8% to 50%

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the KPREP reading in Reading by 05/19/2017 as measured by the May KPREP test.

Strategy1:

Formative Assessment Analysis - Teachers and students in the 3rd, 4th and 5th grades will analyze data from KPREP, MAP and F&P, Exit SY 2016-2017

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Slips, Formative Assessments and District Common Assessments to better determine course of instruction for individual students.

Category: Continuous Improvement

Research Cited: Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. Research indicates the following conclusions:

Formative assessment produces greater increases in student achievement and is cheaper than other efforts to boost achievement, including reducing class sizes and increasing teachers' content knowledge.

Formative assessment that occurs within and between instructional units (medium-cycle assessment) as well as within and between lessons (short-cycle assessment) has been shown to improve students' achievement. Formative assessment across marking periods, quarters, semesters, or years (intervals of four weeks to one year) has not been shown to improve students' achievement.

In classrooms where medium- and short-cycle formative assessment was used, teachers reported greater professional satisfaction and increased student engagement in learning.

Activity - PLC/RTI meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher is a member of their grade group PLC group that meets weekly. Each teacher will fill out PLC minutes to inform others of what was discussed. They will review data, decide on course of instruction from that point on. PLC time is used also for analyzing common and formative assessments. Teachers will also review exit slip data during this time, and analyze learning targets for the upcoming week. All this will be discussed during monthly RTI meetings.	Professional Learning	01/04/2017	12/19/2017	\$0 - No Funding Required	Teachers Principal

Activity - Individual Data Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will create a data plan card for every 3rd, 4th and 5th grade student. The card will consist of data from MAP, KPREP and F&P reading levels. The principal will meet individually with each student three times a year to discuss his/her scores on these assessments and set goals for the next assessment.	Academic Support Program	01/04/2017	12/19/2017	\$0 - No Funding Required	Principal Students Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

LES will improve their programs in Arts & Humanities, PL/CS and Writing to improve the learning and success of all its students.

Measurable Objective 1:

complete a portfolio or performance in Arts and Humanities, PL/VS and Writing by 06/02/2016 as measured by the 2016 completions of all Program Reviews.

Strategy1:

Program Review Analysis - All LES teachers will assess and analyze the program reviews monthly to ensure all areas are being monitored.

Category:

Research Cited: Program Reviews

Core Content 4.1

Activity - Correlates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are divided and serve on at least one correlate that is responsible for one of the program reviews. The correlate is responsible for monitoring each component in the plan to ensure LES is providing the instruction needed for students to reach proficiency in that area.	Professional Learning	01/01/2015	12/18/2015	\$0 - No Funding Required	Principal All LES teachers

Activity - Grade Level Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level has a copy of our previous program reviews. They are to familiarize themselves with them and add evidence as they complete tasks.	Academic Support Program	01/01/2014	12/18/2015	\$0 - No Funding Required	Teachers Principal

Strategy2:

Peer Reviews - LES will increase the awareness of our programs by collaborating with other schools in our district by Apr 25, 2014 as measured by The district's peer review team's assessment of our programs in Arts & Humanities, PL/VS and Writing

Category: Professional Learning & Support

Research Cited: Program Reviews

Activity - Peer Reviews by School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
LES Program Review will be analyzed by another school. We will take the suggestions from that analysis to improve our programs in Arts & Humanities, PL/VS and Writing.	Professional Learning	04/01/2014	05/01/2014	\$0 - No Funding Required	Other district schools Principals

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?

Lancaster Elementary is PreK through fifth grade. We have a total of 549 students. We have two Title I teachers serving intervention, three special education teachers serving in LBD and one FMD teacher serving the district. LES is 90% free and reduced lunch, and the students we serve live mostly in the city limits of Lancaster. LES is a former Reading First school, and ten of our primary teachers have received over 200 hours of reading training. We focus on teaching in whole group and small group instruction in reading and math. K-1 we added a Guided Reading and Guided math class to our curriculum to work on a student's individual skill level. LES strives to include parents and community in its day to day operations by holding enrichment classes taught by community members, PTO meetings and functions, rallies attended by parents and a volunteer program welcoming parents to work in the school in various roles. For the past few years, Lancaster Elementary has grown in attendance. LES moved from a Needs Improvement School with a score of 51 to a Proficient, High Progress School with a 69.

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.

Our mission which was developed with input from all stakeholders, states that Lancaster Elementary School is a learning community that will provide opportunities that support the highest academic performance.

Mission Statement

At Lancaster Elementary we will...

Provide a safe and productive learning environment for all students.

Provide caregivers and the community opportunities to support students and learning.

Provide guidance and support to students that fosters independent learning.

Provide high expectations that promote academic excellence for all students.

Student Motto:

Respecting Others, and being my best. That's what we do at LES

LES is fully committed to offering the best education for our children. We are a Title I school that offers services to parents and students while at school and in the home. We conduct summer reading programs, parent nights concerning math and reading information, and open houses. Our teachers and staff expect all of our students to experience success in the classroom, to end each year on grade level, and if not, find ways to continue learning through the summer.

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.

For the first time, LES became a notable school by receiving a Proficient Rating. We were one of the top 5% of schools in growth this year, and we are progressing school.

LES Academic team won the district academic competition, and gained 2nd Place in the Regional competition. A first for Lancaster Elementary.

Over the past three years, Lancaster Elementary has made tremendous gains in the areas of math and reading until this past year. We continued specific professional development in content areas, utilized Title I to serve as math and literacy interventionists and hired a reading specialist.

We are improving math instruction by attending monthly math network meetings, professional developments and staff meetings. LES utilizes a Title I position to serve as a math consultant also. This coming year, teachers are analyzing student data on a daily basis. We are using exit slips every day to check the students' learning. We have immediate help for those that struggle with the standard or learning for that day. Teachers analyze this student data in weekly PLC meetings and create learning targets that are rigorous and measurable.

One main area of improvement is writing. We have established a school wide literacy focus that involves every child writing following a school wide plan and charting progress through the year by maintaining student writing folders. One of our main areas of focus in writing is to have our students proficient at self-reflection, and to know their ability as a writer.

Additional Information

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

Lancaster Elementary is a rural school even though we are located in the city limits. Lancaster does not have much industry, and few small businesses. The school tries to ensure that our students receive outside experiences as much as possible. We bring guest speakers to talk to students about jobs and college, we attend Lancaster Grand Theatre and Centre College theatre to expose our children to the arts and communities, and we visit community leaders.