



# Comprehensive School Improvement Plan

Lancaster Elementary School  
Garrard County School District

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning. <br><br> 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 462 students. We have two Title I teachers serving intervention, two and one half special education teachers serving in LBD and one FMD teacher serving the district. LES is 78% 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, and our scores have improved each year for the past five years. 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 with the large number of rental and low income housing. However, we have also been recognized academically with awards in Reading First for 95% of our students scoring on grade level or above and a previous 95 index score on the KCCT.

## **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 state that Lancaster Elementary School is a learning community that will provide opportunities that support the highest academic performance.

Learning + Excellence = Success

LES is a school that :

Addresses the development of the whold child.

Designs and promotes learning for all children and their families.

Promotes positive attitudes toward learning.

Addresses all learning styles and diversity of children, while embracing the belief of responsibility for one's own action.

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.**

Over the past three years, Lancaster Elementary has made tremendous gains in the area of math. According to NCLB results we have increased math scores from a 59% scoring proficient and distinguished to 79% proficient distinguished. The staff has concentrated on this area by attending monthly math network meetings, professional developments and staff meetings. LES utilizes a Title I position to serve as a math consultant also.

Our are of improvement is in reading. We have improved slightly each year, but we have not made tremendous gains. Our intermediate ELA teachers struggle to find new instructional strategies to teach to the new standards and the professional development to support them. Currently, there are no monthly network meetings for ELA teachers to attend.

## **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. It does not even house a grocery store. Experiences such as going to the movies, to a park, or even a department store must take place outside the county. Many of our children do not have the opportunity for cultural experiences such as going to the movies, attending a play, seeing how product is made or visiting a gallery. The community relies on the schools to promote these activities, and with budget cuts and servicing a low socio economic community at 78% free/reduced lunch, it is not appropriate or feasible to ask for monetary help from the parents. Garrard County Schools is struggling to communicate to the community the importance of an education. Our children do not see opportunity in Garrard County and do not go out of the county enough to see there are many opportunities to be successful.

# **KDE Needs Assessment**

## **Introduction**

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

## **Data Analysis**

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

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

LES uses data to specify guided reading groups, place students in RTI and check our overall progress and needs in areas. Data is the most important piece to us to ensure our students' progress and success.

## **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?**

We have steadily increased in math each year. Our math is higher than reading. LES staff has committed themselves to more math training to come up with a curriculum for the common core standards. We have selected one teacher from each grade to serve on the school and district math cadre. They meet monthly to brainstorm, share ideas and create units for learning.

## **Opportunities for Improvement**

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

Reading has always been a need for improvement for us. We have slowly increased in proficiency, but not enough. LES recently changed its schedule to add Guided Reading as a class each day taught by every teacher. Every child was assessed a reading level and we use those levels to group each day. Teachers spend at least 30 minutes each day instructing or creating activities on that child's reading level.

Struggling readers, below grade level, are assessed in Guided Reading weekly. Students on or above grade level are assessed quarterly.

Notebooks are kept and will follow the children as they progress through the grades.

## **Conclusion**

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

LES will use staff days and PD days to receive training on Guided Reading practices and review reading programs, especially for the Kindergarten. We will continue with Guided Reading through the next school year. Also, math teachers will receive training in math recovery instruction. We have 3 teachers that are currently involved with a pilot project with the Kentucky Center for Mathematics on these strategies. They will share them during professional developments.

# **CSIP 2013**

## Overview

### Plan Name

CSIP 2013

### Plan Description

The Comprehensive School Improvement Plan provides direction for Lancaster Elementary teachers, principal and staff to improve our school to ensure success of our students to reach proficiency.

## 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 of free/reduced lunch and special education students scoring at or above proficiency in Reading will increase from 36%-45%.	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$152500
2	The students scoring at or above proficiency in MATH will increase from 41%-48%.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$5300
3	The percentage of students scoring at or above proficiency in Science, Social Studies, Writing and Language Mechanics will increase by 10%	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$300
4	For the 2013-2014 school year, all Kindergarten students will be assessed on Kindergarten Readiness.	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$2800
5	Primary students (k-3rd) will receive guided reading and math interventions daily to become proficient at the reading and math standards set for that grade level.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$2500
6	LES will implement positive behavior instruction to provide a safe, nurturing, structured environment for learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$350

## Goal 1: The percentage of free/reduced lunch and special education students scoring at or above proficiency in Reading will increase from 36%-45%.

### Measurable Objective 1:

45% of Third, Fourth and Fifth grade students will demonstrate a proficiency Increase proficiency by 9% in English Language Arts by 10/04/2013 as measured by KPREP test results.

### Strategy 1:

Interventions - Title I teachers will serve as interventionists to add support for at risk students.

Research Cited: RTI

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.	Academic Support Program	01/01/2013	12/31/2013	\$1500	Title I Part A	Title I teachers Principal

Activity - Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I teachers and instructional staff will serve as Math and REading curriculum support for all at risk students.	Academic Support Program	01/01/2013	12/31/2013	\$150000	Title I Part A	District Staff Principal Title I teachers Title I instructional assistants

### 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 Fountas and Plinnell 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.

Research Cited: Reading Recovery; Fountas and Pinnell Guided Reading

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	01/03/2013	12/18/2013	\$500	School Council Funds	Principal Title Teachers

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### Measurable Objective 2:

A total of 12 First grade students will demonstrate a proficiency in reading, in English Language Arts by 12/19/2013 as measured by Reading Recovery assessments.

#### Strategy 1:

Reading Recovery - The Reading Recovery teacher along with the first grade teachers will identify 4 first grade students per 12 week period that are struggling readers. These students will receive 30 minutes at least 4 times per week in reading instruction using the researched based Reading Recovery program. The students will be progress monitored weekly and records will be kept. The outcome of the instruction is to have students reach grade level reading within the 12 weeks.

Research Cited: Reading Recovery

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery teacher will be allowed time each day to spend 30 minutes each with 4 high risk, struggling readers in 1st grade.	Academic Support Program	08/08/2013	12/19/2013	\$500	Other	Reading Recovery Teacher Principal Title I

## Goal 2: The students scoring at or above proficiency in MATH will increase from 41%-48%.

### Measurable Objective 1:

48% of Third, Fourth and Fifth grade Male Economically Disadvantaged, Hispanic or Latino and Students with Disabilities students will demonstrate a proficiency in mathematics by increasing 7% in achievement, in Mathematics by 04/30/2013 as measured by 2013 KPREP scores.

#### Strategy 1:

KCM - Three teachers are attending the Kentucky Center for Mathematics cadre training to learn how to create instructional strategies for struggling math students. Each teacher has received resources and materials that can be shared with the other math teachers in our building. The teachers will be able to assess students to determine ability level and then find activities in the resources to practice the skills needed for the student to master the content.

Research Cited: KCM-Pilot program

Activity - Progress Monitor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Progress monitor at risk students to determine skill level and learning rate.	Academic Support Program	01/01/2013	12/31/2013	\$2400	Title I Part A	Title I Math Resource 3rd & 4th Math teachers Principal

Activity - Math RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Incorporate KCM strategies and instruction into 1st-5th math interventions for Tier III students.	Academic Support Program	01/02/2013	12/19/2013	\$2600	Title I Part A	Title I teachers Math teachers Principal
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### Strategy 2:

Math for Practice - Create days in school calendar that deal solely with math instruction. Have a math literacy night and a math day.

Research Cited: Common Core Standards

Activity - Math Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the annual Math Day given by ECU methods students.	Academic Support Program	11/30/2013	11/30/2013	\$0	No Funding Required	School Math Cohort Principal Title I Math teacher

Activity - Math Literacy Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hold a math literacy night and invite parents to attend with the students to show them math games they can do at home. Also to explain our math program and what their student is learning in the classroom.	Parent Involvement	11/14/2013	11/14/2013	\$300	Title I Schoolwide	FRC Title I Principal Teachers

Activity - 100th Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each class will celebrate the 100th day of school using math activities with 100.	Academic Support Program	01/28/2013	01/28/2013	\$0	No Funding Required	Teachers Attendance Clerk Title I

## Goal 3: The percentage of students scoring at or above proficiency in Science, Social Studies, Writing and Language Mechanics will increase by 10%

### Measurable Objective 1:

71% of Fourth grade Male Black or African-American, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities and English Learners students will demonstrate a proficiency in Science in Science by 04/30/2013 as measured by KPREP test to be taken in April 2013..

### Strategy 1:

Science Day - ECU methods students will spend one day at Lancaster Elementary in the fall of 2013 to hold small group activities for the students to participate.

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Activity - Science Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The entire school will participate in different Science activities throughout the day that correlate to the Common Core Standards.	Academic Support Program	11/22/2013	11/22/2013	\$100	General Fund	Principal Science teachers

### Strategy 2:

KCAS Standards - Using the KCAS standards to determine curriculum and to guide the teachers as to what is to be taught in Science.

Research Cited: KCAS standards

Activity - KCAS Units	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Science teachers will plan together to create a vertical alignment to the new Science standards that will be a part of KCAS in 2013.	Professional Learning	04/30/2013	12/31/2013	\$200	District Funding	PD SBDM Principal Science teachers

### Strategy 3:

KPREP Preparations - Using KPREP like assessments to formatively and summatively assess our students on a monthly basis. We will develop tests to the KCAS that have been covered in class. The teachers along with the RTI committee will discuss and analyze the results of each assessment to determine interventions and instruction.

Research Cited: KCAS standards

Activity - KPREP Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Every 6-8 weeks the 3rd-5th grade classes will take a KPREP like practice assessment in each content area using KCAS as a guide. Title I teachers will create the tests using the standards map from each grade level. Students will be tested on standards already covered.	Academic Support Program	01/03/2013	12/19/2013	\$0	No Funding Required	Title I Principal 3rd-5th Teachers

## Goal 4: For the 2013-2014 school year, all Kindergarten students will be assessed on Kindergarten Readiness.

### Measurable Objective 1:

100% of Kindergarten grade students will demonstrate a proficiency in reading and math in English Language Arts by 08/30/2013 as measured by using the Brigance readiness test.

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### Strategy 1:

Kindergarten Readiness - All incoming Kindergarten students in the 2013-2014 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.

Research Cited: State initiative to improve early learning

Activity - Summer Readiness Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all incoming Kindergarten students to determine levels and readiness for Kindergarten.	Other	07/22/2013	08/02/2013	\$500	District Funding	Kindergarten teachers Principal Early Learning coordinators Pre School teachers

### Strategy 2:

Reading Program preview - Kindergarten teachers will preview new reading programs before the 2013-2014 school year to determine a new literacy program for incoming Kindergarten students.

Research Cited: Reading Recovery

Activity - Reading Program Preview	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will preview reading programs that will supplement the reading instruction they are currently doing in their classrooms.	Academic Support Program	06/01/2013	08/02/2013	\$2000	School Council Funds	Principal Title I reading Kindergarten teachers

Activity - ERI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will continue with Early Reading Intervention (ERI) at the beginning of the school year.	Academic Support Program	08/08/2013	12/19/2013	\$0	No Funding Required	Kindergarten teachers Title Intervention teachers Classified Interventionist

### Strategy 3:

Literacy Night - 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.

Research Cited: Title I Family Involvement

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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	11/14/2013	11/14/2013	\$300	Title I Part A	Title teachers Pre school teachers Kindergarten teachers Principal Youth Service Center

### **Goal 5: Primary students (k-3rd) will receive guided reading and math interventions daily to become proficient at the reading and math standards set for that grade level.**

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

100% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency in primary KCAS standards. in Mathematics by 12/20/2013 as measured by weekly formative assessments in math and running records in guided reading..

#### **Strategy 1:**

Guided Reading - Students will attend guided reading for 30 minutes daily. Students will be instructed and assessed on their reading level. All students will have a reading level assigned to them using the Fountas and Pinnel guided reading level assessment.

Research Cited: Reading Recovery

Activity - Guided Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will be assessed at least once every 9 weeks on their reading level according to the Fountas and Pinnell guided reading assessment.	Academic Support Program	01/01/2013	12/31/2013	\$2500	School Council Funds	All teachers Prinicpal

### **Goal 6: 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 12/19/2013 as measured by Criteria set by the PBIS team that meets monthly..

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### 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.

Research Cited: KCID

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.	Behavioral Support Program	08/07/2013	08/09/2013	\$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	08/07/2013	12/19/2013	\$350	Other	PBIS team Principal Guidance Counselor

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Day	The entire school will participate in different Science activities throughout the day that correlate to the Common Core Standards.	Academic Support Program	11/22/2013	11/22/2013	\$100	Principal Science teachers
<b>Total</b>					\$100	

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Literacy Night	Hold a math literacy night and invite parents to attend with the students to show them math games they can do at home. Also to explain our math program and what their student is learning in the classroom.	Parent Involvement	11/14/2013	11/14/2013	\$300	FRC Title I Principal Teachers
<b>Total</b>					\$300	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ERI	Kindergarten students will continue with Early Reading Intervention (ERI) at the beginning of the school year.	Academic Support Program	08/08/2013	12/19/2013	\$0	Kindergarten teachers Title Intervention teachers Classified Interventionist
100th Day	Each class will celebrate the 100th day of school using math activities with 100.	Academic Support Program	01/28/2013	01/28/2013	\$0	Teachers Attendance Clerk Title I
Math Day	All students will participate in the annual Math Day given by EKU methods students.	Academic Support Program	11/30/2013	11/30/2013	\$0	School Math Cohort Principal Title I Math teacher

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First Day Lesoon	Teachers will have lesson plan for positive behavior support on the first day of school.	Behavioral Support Program	08/07/2013	08/09/2013	\$0	Principal Teachers PBIS committee
KPREP Practice	Every 6-8 weeks the 3rd-5th grade classes will take a KPREP like practice assessment in each content area using KCAS as a guide. Title I teachers will create the tests using the standards map from each grade level. Students will be tested on standards already covered.	Academic Support Program	01/03/2013	12/19/2013	\$0	Title I Principal 3rd-5th Teachers
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Summer Readiness Camp	Assess all incoming Kindergarten students to determine levels and readiness for Kindergarten.	Other	07/22/2013	08/02/2013	\$500	Kindergarten teachers Principal Early Learning coordinators Pre School teachers
KCAS Units	All Science teachers will plan together to create a vertical alignment to the new Science standards that will be a part of KCAS in 2013.	Professional Learning	04/30/2013	12/31/2013	\$200	PD SBDM Principal Science teachers
<b>Total</b>					\$700	

### 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	08/07/2013	12/19/2013	\$350	PBIS team Principal Guidance Counselor
Reading Recovery	Reading Recovery teacher will be allowed time each day to spend 30 minutes each with 4 high risk, struggling readers in 1st grade.	Academic Support Program	08/08/2013	12/19/2013	\$500	Reading Recovery Teacher Principal Title I
<b>Total</b>					\$850	

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## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Support	Title I teachers and instructional staff will serve as Math and REading curriculum support for all at risk students.	Academic Support Program	01/01/2013	12/31/2013	\$150000	District Staff Principal Title I teachers Title I instructional assistants
RTI	Incorporate K-5th Reading interventions into daily schedule for at risk students.	Academic Support Program	01/01/2013	12/31/2013	\$1500	Title I teachers Principal
Progress Monitor	Progress monitor at risk students to determine skill level and learning rate.	Academic Support Program	01/01/2013	12/31/2013	\$2400	Title I Math Resource 3rd & 4th Math 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	11/14/2013	11/14/2013	\$300	Title teachers Pre school teachers Kindergarten teachers Principal Youth Service Center
Math RTI	Incorporate KCM strategies and instruction into 1st-5th math interventions for Tier III students.	Academic Support Program	01/02/2013	12/19/2013	\$2600	Title I teachers Math teachers Principal
<b>Total</b>					<b>\$156800</b>	

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Reading	All students will be assessed at least once every 9 weeks on their reading level according to the Fountas and Pinnell guided reading assessment.	Academic Support Program	01/01/2013	12/31/2013	\$2500	All teachers Prinicpal
Reading Program Preview	Kindergarten teachers will preview reading programs that will supplement the reading instruction they are currently doing in their classrooms.	Academic Support Program	06/01/2013	08/02/2013	\$2000	Principal Title I reading Kindergarten teachers

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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	01/03/2013	12/18/2013	\$500	Principal Title Teachers
<b>Total</b>					<b>\$5000</b>	