



Title I Schoolwide Diagnostic

Argillite Elementary School

Greenup County School District

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Introduction

This diagnostic tool is aligned for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act (ESEA). Using this tool will allow you to certify that the required schoolwide planning components are being met by a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP, b) inserting an optional narrative, and c) providing attachments. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings.

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	AES used the 2015 - 2016 School Kentucky State Report Card: Accountability, Performance and Profile, NxGL Achievement Scores for Accountability by grade level, NxGL Gaps, NxGL Demographics, Teacher Ratio, Combined Reading and Math Proficiency, Closing the Gap, and Kindergarten Readiness. These were also used as Data sources: fall, winter, and spring MAP test results, Study Island Results, the Missing Piece of the Puzzle, FRYSC Survey, Technology logs, Discipline reports, STAR Reading and Accelerated Reader data, and Textbook Purchasing plans, as well as teacher evidence.	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	Reading, Math, Writing, and Language Mechanics are the biggest needs. Proficient/Distinguished in Reading: All - 43.4%, Non duplicated gap 38.4%, 4th grade - 36.7%. In math: All-26.6%, 4th grade-20.4, Gap-23.2% NRT percentiles showed 4th grade ahead of 3rd and 5th in reading but behind in math. In Writing: All: 30.4%, Males-22.7. Language Mechanics: All-38.8%, Male 33.3%. The Report Card data along with the rest gave us several ideas to meet these needs.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Needs are prioritized based on a combination of the three. Staff and students in all grades work on all of the above needs. The STAT team sets up Response to Intervention (RTI) for K - 5. Tier 3 are served first and tier 2 next. Needs are prioritized for each sub group separately and worked into the program.	

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Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Males in two areas, minority in one, free and reduced lunch, and with and without disabilities were gap issues we addressed as priority needs identified during the need assessment process.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	All of the goals, objectives, strategies and/or activities in the plan were prepared to address the prioritized needs identified during the needs assessment process.	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
 collaborate to decrease the gaps in all subject areas by 05/06/2016 as measured by KPREP scores.

Strategy1:
 Differentiated Instruction - Differentiated instruction will occur in every classroom at all grade levels.
 Category: Continuous Improvement
 Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to decrease gaps in the free/reduced lunch, special education, and male/female categories, teachers will plan instruction to meet individual needs. Differentiation will be an ongoing process throughout the school year and will be across all subject areas.	Direct Instruction	08/06/2015	05/06/2016	\$0 - Title I Part A	Certified staff

Measurable Objective 2:
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 30.8% to 41% by 05/06/2016 as measured by K-Prep.

Strategy1:
 Student Teacher Assistance Team - Argillite Elementary School will focus on continuous progress for at-risk students using the Response to Intervention (RTI) approach and the Kentucky Systems of Intervention (KSI) model.
 Category: Continuous Improvement
 Research Cited: KSI

Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at-risk will receive interventions based on individual need. Parent will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the interventions.	Academic Support Program	08/17/2015	05/06/2016	\$500 - Title I Part A	STAT team and certified staff,

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Activity - Map Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measures of Academic Progress (MAP) will be administered to all students three times a year. The results will be analyzed to identify students who will receive RTI services.	Academic Support Program	08/17/2015	05/06/2016	\$0 - District Funding	STAT members, certified staff, and computer technician.

Measurable Objective 3:

demonstrate a proficiency in reading with 50% of our students with disabilities by 05/06/2016 as measured by KPREP scores.

Strategy1:

Direct Reading Instruction - Teachers will provide direct reading instruction using research-based models.

Category: Continuous Improvement

Research Cited:

Activity - Comprehension Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive explicit and direct instruction in verbal summarization, using visual imagery, story mapping, and think aloud strategies.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	IDEA Certified and classified staff

Activity - Small Group Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEPs will work in small groups to learn targeted reading skills. They will create an interest profile and make reading selections based on the individual interest profiles.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	IDEA and Certified staff

Activity - Failure Free Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with Individual Education Plans (IEPs) will participate in the Failure Free Reading program in efforts to increase reading proficiency.	Direct Instruction	08/06/2015	05/06/2016	\$0 - District Funding	IDEA and Certified staff

Activity - Visual Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with IEP's will learn visual strategies as part of their specially designed instruction. They will learn word recognition skills and visual memory for words.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	IDEA and Certified staff

Measurable Objective 4:

demonstrate a proficiency in math with 41% of our students with disabilities by 05/06/2016 as measured by KPREP scores.

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Strategy1:

Math Technology - Teachers will integrate technology into the math curriculum in order to differentiate instruction as needed.

Category: Continuous Improvement

Research Cited:

Activity - Go Math Daily Language	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade students with individual education plans will utilize the Go Math Daily Language program. Each student will be assigned math activities based on his or her math deficiency.	Technology	08/06/2015	05/06/2016	\$0 - District Funding	IDEA and Certified staff

Activity - Think Central and Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who receive special education services will access individual Think Central and Study Island accounts to complete teacher designated math activities. Teachers will select math activities based on the individual needs of each student.	Technology	08/06/2015	05/06/2016	\$0 - No Funding Required	IDEA and Certified staff

Strategy2:

Real World Applications - Students with IEPs will participate in integrated mathematics lessons that relate to real life situations.

Category: Continuous Improvement

Research Cited:

Activity - Real World Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in hands-on activities that connect to personal situations. These lessons will integrate other subjects such as reading and writing. Activities include planning Thanksgiving dinner, budgeting for Christmas shopping, Intermediate Consumerism, etc.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	IDEA and Certified staff

Activity - Math Calculation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct and explicit instruction in computation and reasoning strategies and word problem strategies. Teachers will model problems and provide plenty of guided practice opportunities. This will help students become more confident and proficient in computation and problem solving.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	Certified staff

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

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collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community to strengthen and develop ELA and mathematics instruction. They may participate in a book study and develop strategies in order to differentiate instruction within the classroom.	Professional Learning	08/06/2015	05/06/2016	\$250 - Title I Part A	Certified staff

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Activity - District Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are attending teacher academies initiated by the district. They are learning new strategies to implement in the classroom.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff and principal

Strategy2:

Transitions - Argillite Elementary wants to help preschool students transition as smoothly as possible into kindergarten.

Category: Continuous Improvement

Research Cited:

Activity - Preschool Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the school year, preschool students are invited to spend time in a kindergarten classroom. Children get to meet the kindergarten teachers and experience Kindergarten instruction.	Other	08/06/2015	05/06/2016	\$0 - No Funding Required	Preschool and certified staff

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Activity - POPS/Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students and their families are invited to attend POPS (Positive Orientation for Parents and Students). This two-day event takes place prior to the start of school. Children get to see the kindergarten classrooms, meet the teachers and paraprofessionals, and learn about bus safety.	Other	03/04/2016	05/06/2016	\$500 - FRYSC	FRC, certified and classified staff

Activity - Parent Invitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool parents/guardians receive an invitation to the spring Title 1 meeting. They assist with review and revision of the Home School Compact and Parent Involvement Policy. They also receive several educational handouts. They are invited to the Back to School gathering just before school begins, where they receive classroom and teacher assignments along with enjoying a picnic with all staff, PTO, and some community members.	Other Academic Support Program	08/06/2015	05/06/2016	\$500 - Title I Part A	Certified staff

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will take the Brigance assessment to determine kindergarten readiness. The screener will be administered in a specific time frame at the beginning of the school year.	Academic Support Program Other	08/06/2015	05/06/2016	\$0 - District Funding	Certified and classified staff

Strategy3:

Highly Qualified Teachers - Argillite Elementary School's SBDM Council will ensure all teachers and para educators are highly qualified to lead students to proficiency.

Category: Human Capital Management

Research Cited:

Activity - Teacher Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary used several strategies to keep teachers and para educators. We have a positive work environment, collaboration between colleagues, high student expectations, open communication, professional learning opportunities, the Leader in Me program, and advanced technology. The TELL survey yearly addresses possible issues with the school. The school planning committees meet frequently. These efforts are done to create better working conditions for the staff and to increase student achievement.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and Certified staff

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Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When a teaching position becomes available, the SBDM Council will adhere to the school's hiring policy. Only highly qualified teaching applicants will be considered for the job. Para educators must possess a high school diploma or its equivalency and 1) have completed two years of study at an institution of higher education; 2) obtained an associate's degree; or 3) meet a rigorous standard of quality and are able to demonstrate through a formal state or local assessment, knowledge of and the ability to assist in instruction of reading, writing, and math. New para educators must not only be interviewed but must also meet the above qualifications. The jobs are posted on Greenup County and KDE's websites.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	SBDM Council

Strategy4:

Reading & Math Assessments - Teachers will utilize a variety of content-rich reading and math assessments to drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - K-PREP Released Items	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the K-PREP released items throughout their English Language Arts and math units of study.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Journeys Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA classroom teachers will incorporate assessments from the Journeys reading series. This includes formative and summative assessments. This is direct instruction.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	All certified ELA teachers

Strategy5:

ELA and Math Instruction - Teachers will implement various English Language Arts and Math strategies and methods during instruction.

Category: Continuous Improvement

Research Cited:

Activity - ELA and Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student essential skills, the staff will use various resources to plan and create ELA and math curriculum. These resources include, but are not limited to, Journeys reading series, Go Math, skill books, Drops in the Bucket, calendar math, Coach Crosswalk books, and Automaticity.	Direct Instruction	08/06/2015	05/06/2016	\$24000 - Title I Schoolwide	All certified teachers

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Activity - Math and ELA Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the accompanying Go Math computer-based program. They will use Study island and Reading Eggs computer programs along with Catch-Up Math, and Scootpad. SMARTboards will be used to enhance instruction.	Technology	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - ELA and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use various strategies such as graphic organizers, think/pair share, higher order thinking skills, and subject area journals. They will learn power verbs, use the "SMEL" extended response strategy, and complete "Do Whats". Teachers will use instructional strategies and best practices during lessons. They will implement explicit/direct instruction and incorporate explaining, modeling, and demonstrating. They will frequently check for understanding using the TAPPLE method. Lessons will be structured using 'Before, During, and After' and 'I Do, We Do, You Do' methods.	Direct Instruction	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Activity - Accelerated Reader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) program will be utilized to increase student reading achievement in all content areas. AR tests on vocabulary and comprehension. It will be used in the classrooms, media center, and computer lab. Goals for each student are assigned based on STAR Reading scores. The Library Media Center (LMC) has purchased books in all content areas for the AR program. There are tests for all of these books and points built up get them items from the AR Store..	Technology	08/06/2015	05/06/2016	\$2500 - Title I Part A	Certified staff

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post a daily ELA and math learning target in a designated area of the classroom. The learning targets use common core vocabulary in kid friendly terms. Teachers highlight the vocabulary rich targets throughout the lesson. They may also use common core words in weekly spelling tests, vocabulary folders, and word walls.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	All certified teachers

Strategy6:

School Culture - Argillite staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve the culture of the school.

Category: Continuous Improvement

Research Cited:

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Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent-teacher conferences will be made available on a flexible basis to accommodate parents' work schedules. Parents will be provided with resources that enhance parenting skills and address current parenting needs. Some of these may include, but are not limited to, AR Family Reading Night, speech handouts, teacher/school websites, homework folders, agenda books, and school/teacher/principal newsletters. In an effort to increase the parent/school partnership, we will provide various events for students and family members. These may include a back to school gathering, open house, Muffins with Mom, Ham it Up with Dad, Grandparents Day recognition, Title I parent involvement meetings, and kindergarten orientation. Parents of fourth and fifth grade students can attend a workshop on math strategies. It will be held during the second nine weeks after school.	Parent Involvement	08/06/2015	05/06/2016	\$500 - Title I Part A	Principal, counselor, family resource coordinator, and certified staff

Activity - Positive Behavior Intervention and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a safe, orderly learning environment by displaying and implementing KYCID management procedures and the 7 Habits in their classrooms and common areas. A student reward system (Tiger Tickets) has been implemented to promote common area procedures and positive behavior. Teachers will follow the office referral process in the event of problem behaviors. Office referrals will be recorded on a spreadsheet. Friday Sharpen the Saw clubs will also further student knowledge and incorporate the 7 Habits from our Leader in Me Program. The KYCID Leadership Team and Lighthouse Committee will meet monthly to review the spreadsheet data.	Behavioral Support Program	08/06/2015	05/06/2016	\$600 - Title I Part A	KYCID Leadership Team, Lighthouse Team, and attendance clerk

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary will strive to meet or exceed 95% attendance each month. The attendance incentive program includes assemblies, recognition, attendance celebrations, and special recognition for those students who have 98% or perfect attendance for the year. Conferences, phone calls, and/or home visits will be made for students who have a pattern of unexcused absences in an effort to promote proficiency.	Policy and Process	08/06/2015	05/06/2016	\$0 - No Funding Required	Attendance committee

Goal 3:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by

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KPREP scores.

Strategy1:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Strategy2:

Writing Instruction - Teachers will implement various strategies and methods during writing instruction. They will teach and model the writing process according to the ELA Kentucky Core Academic Standards (KCAS). Students will be expected to use the writing process when developing their pieces.

Category: Continuous Improvement

Research Cited:

Activity - Text Types	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to the ELA, KCAS, and Argillite Elementary School Writing Policy that focuses on informative/explanatory, narrative, and argumentative/persuasive writing with a purpose and an audience. Every student will use the writing process to create a piece for each genre. There will be more reflective writing on real world experiences.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily learning targets in a designated area in the classroom. The targets will use common core vocabulary in kid friendly terms. Teachers will highlight the target throughout the lesson.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teachers

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Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers shall provide effective and descriptive feedback to students and help them use the feedback to develop and enhance their communicating and writing skills.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	certified staff

Activity - Constructed Response and On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response and on demand writings across content area each month. Some of these writings will be included in each student's permanent writing folder.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teacherss

Activity - Vocabulary Acquisition and Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use appropriate vocabulary and power verbs throughout lessons for student understanding and use.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use document cameras and smart boards as part of the writing and language mechanics instruction. Some of the computer software to be used: Journeys Reading, Study Island, and Reading Eggs.	Direct Instruction	08/06/2015	05/06/2016	\$0 - District Funding	Certified staff

Goal 4:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

CIITS Implementation - Teachers will maintain professional learning on the use of CIITS as needed in order to fully implement the website to improve reading, mathematics, writing, arts and humanities, practical living/career studies, all areas in K - 3, science, social studies, health and nutrition, and global competency instruction. Every teacher will create lessons and units of study based on Kentucky Core Academic Standards (KCAS), using aligned instructional resources, assessments, and student data. Teachers will also create assessments in CIITS for ELA and math.

Category: Continuous Improvement

Research Cited: CIITS is a state-wide initiative with research based resources from PD 360, KET, Thinkfinity, and other stakeholders.

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Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Educator Development System to view CIITS training videos for deeper understanding of CIITS functionality. The district level CIITS coordinator will provide professional learning to teachers and administrators for several new resources available on CIITS as well as for new teachers.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal, Certified Staff

Strategy2:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Strategy3:

District Cadres and Academies - Greenup County District Central Office Administration will provide instructional sessions for teachers and administrators to update teaching skills.

Category: Continuous Improvement

Research Cited:

Activity - PGES Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other school administrators will receive ongoing training, guidance and support in TPGES and PPGES provided by central office administration.	Professional Learning	08/04/2015	05/06/2016	\$0 - District Funding	District Administrators

Activity - Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal receive training and support at several pertinent learning academies throughout the year from district administrators: grade level, curriculum, Writing for K - 3, KAGAN, Brigrance Analysis, Program Review Components, Technology, Goal Setting, Project Approach, resources, techniques, observing, and use of data, among others, in an effort to more effectively provide instruction.	Professional Learning	09/03/2015	03/30/2016	\$0 - District Funding	District Administrators

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Goal 5:

Novice Reduction - We will reduce novice 50% by 2021

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Cooperative Learning - Student engagement will increase through cooperative learning, thus making the students responsible for their learning through discussion and questioning.

Category: Professional Learning & Support

Research Cited: Kagan, Danielson's Framework for Teaching

Activity - Kagan Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan monthly activities for the Kagan Leadership Team to share professional Learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce the number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District Kagan Leadership Team

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff attend a week long Kagan training on cooperative learning structures to increase student engagement and academic achievement.	Professional Learning	01/04/2016	12/30/2016	\$7000 - Title II Part A	District Leadership Team

Activity - Cooperative Learning Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk throughs, and observations to ensure fidelity of implementation in K - 12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All GCSD certified staff

Strategy2:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

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Activity - Data Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and School Administration

Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy3:

Common Assessments - Common assessments will be administered for grades K - 8 in reading and math and End of Course Assessment at high school level.

Category: Learning Systems

Research Cited: Larry Lazote and Kati Haycock

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will create and administer benchmark assessments in K - 8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Title I Schoolwide Diagnostic

Argillite Elementary School

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	All of the instructional programs were research based strategies that address concepts covered in the KCAS. Some components provide one on one assistance and small group learning. Differentiated instruction was used throughout the building. RTI, using research based strategies and progress monitoring, was utilized to meet the needs of low achieving students. Best Practices were used in all subject areas. Preschooler were included in all activities along with K -grade 5.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	All teachers and para educators attend professional learning opportunities, staff meetings, and various committee meetings to better implement the selected strategies.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Kentucky Core Academic Standards are followed in all curriculum.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	There is an hour of homework or reading help for several students four days a week. Students with IEPs have time extended according to personal needs. Extended learning time is utilized as needed.	

Title I Schoolwide Diagnostic

Argillite Elementary School

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	We have Family A R Night, coordinated class schedules, the continually analyzed Response to Intervention (RTI) program, speech language teachers, and special education teachers. Assistants are placed where they will do the most good. Additional technology programs and the use of technology in all content areas has increased. The Counseling Curriculum, along with Arts and Humanities, etc. are addressed with collaboration and PLCs. All students are offered musical program, plays, talent show participation, and activities that will increase versatile achievement opportunities.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	We have three special education teachers with two assistants, two speech/language teachers, and a full time counselor. We have two RTI specialists and para educators work individually with some students. IEPs are also followed in the classrooms.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	Staff, parents, and SBDM Council review the plan regularly. Since it is a living plan we can review and revise as needed.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Yes, with technology additions and District Professional Learning the MAP scores have increased as has student achievement. Strategies and activities were discussed at Staff Meetings, PLCs, Collaboration and Planning times, committee meetings, and SBDM Council meetings. Teachers and staff discussed what worked and what didn't and planned from there.	

Title I Schoolwide Diagnostic

Argillite Elementary School

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017. Goal 4: Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Guidance System and other professional learning to improve the quality of their performance. Goal 5: Novice Reduction All of the goals, objectives, strategies, and activities in our plan address school wide reform and closing the achievement gap.	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 30.8% to 41% by 05/06/2016 as measured by K-Prep.

Strategy1:
 Student Teacher Assistance Team - Argillite Elementary School will focus on continuous progress for at-risk students using the Response to Intervention (RTI) approach and the Kentucky Systems of Intervention (KSI) model.

Category: Continuous Improvement

Research Cited: KSI

Activity - Map Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measures of Academic Progress (MAP) will be administered to all students three times a year. The results will be analyzed to identify students who will receive RTI services.	Academic Support Program	08/17/2015	05/06/2016	\$0 - District Funding	STAT members, certified staff, and computer technician.

Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at-risk will receive interventions based on individual need. Parent will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the interventions.	Academic Support Program	08/17/2015	05/06/2016	\$500 - Title I Part A	STAT team and certified staff,

Goal 2:
 Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:
 collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

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Argillite Elementary School

Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

Activity - District Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are attending teacher academies initiated by the district. They are learning new strategies to implement in the classroom.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff and principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community to strengthen and develop ELA and mathematics instruction. They may participate in a book study and develop strategies in order to differentiate instruction within the classroom.	Professional Learning	08/06/2015	05/06/2016	\$250 - Title I Part A	Certified staff

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Strategy2:

Highly Qualified Teachers - Argillite Elementary School's SBDM Council will ensure all teachers and para educators are highly qualified to lead students to proficiency.

Category: Human Capital Management

Research Cited:

Title I Schoolwide Diagnostic

Argillite Elementary School

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When a teaching position becomes available, the SBDM Council will adhere to the school's hiring policy. Only highly qualified teaching applicants will be considered for the job. Para educators must possess a high school diploma or its equivalency and 1) have completed two years of study at an institution of higher education; 2) obtained an associate's degree; or 3) meet a rigorous standard of quality and are able to demonstrate through a formal state or local assessment, knowledge of and the ability to assist in instruction of reading, writing, and math. New para educators must not only be interviewed but must also meet the above qualifications. The jobs are posted on Greenup County and KDE's websites.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	SBDM Council

Activity - Teacher Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary used several strategies to keep teachers and para educators. We have a positive work environment, collaboration between colleagues, high student expectations, open communication, professional learning opportunities, the Leader in Me program, and advanced technology. The TELL survey yearly addresses possible issues with the school. The school planning committees meet frequently. These efforts are done to create better working conditions for the staff and to increase student achievement.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and Certified staff

Goal 3:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

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Argillite Elementary School

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Goal 4:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

District Cadres and Academies - Greenup County District Central Office Administration will provide instructional sessions for teachers and administrators to update teaching skills.

Category: Continuous Improvement

Research Cited:

Activity - Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal receive training and support at several pertinent learning academies throughout the year from district administrators: grade level, curriculum, Writing for K - 3, KAGAN, Brigance Analysis, Program Review Components, Technology, Goal Setting, Project Approach, resources, techniques, observing, and use of data, among others, in an effort to more effectively provide instruction.	Professional Learning	09/03/2015	03/30/2016	\$0 - District Funding	District Administrators

Activity - PGES Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other school administrators will receive ongoing training, guidance and support in TPGES and PPGES provided by central office administration.	Professional Learning	08/04/2015	05/06/2016	\$0 - District Funding	District Administrators

Strategy2:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

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Argillite Elementary School

Research Cited:

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Goal 5:

Novice Reduction - We will reduce novice 50% by 2021

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Cooperative Learning - Student engagement will increase through cooperative learning, thus making the students responsible for their learning through discussion and questioning.

Category: Professional Learning & Support

Research Cited: Kagan, Danielson's Framework for Teaching

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff attend a week long Kagan training on cooperative learning structures to increase student engagement and academic achievement.	Professional Learning	01/04/2016	12/30/2016	\$7000 - Title II Part A	District Leadership Team

Activity - Kagan Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan monthly activities for the Kagan Leadership Team to share professional Learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce the number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District Kagan Leadership Team

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Activity - Cooperative Learning Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk throughs, and observations to ensure fidelity of implementation in K - 12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All GCSD certified staff

Strategy2:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Data Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and School Administration

Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy3:

Common Assessments - Common assessments will be administered for grades K - 8 in reading and math and End of Course Assessment at high school level.

Category: Learning Systems

Research Cited: Larry Lazote and Kati Haycock

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will create and administer benchmark assessments in K - 8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

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Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	Teaching assignments are based on individual teacher's field of study and they receive appropriate professional learning. Para professionals possess a high school diploma or its equivalency and have either completed two years of study at an institution of higher education, obtained an associate's degree, or met a rigorous standard of quality demonstrated through a formal or local academic assessment. Para professionals receive the same professional learning opportunities, staff meetings, committees, and appropriate group sessions.	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A	Our school only has highly qualified teachers and para educators. The Site Based Decision Making Council Hiring Committee ensures this when reviewing applications for open positions.	

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A	All are considered highly qualified but specific steps would be taken immediately to rectify the situation and parents would be notified by the school.	

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Label	Assurance	Response	Comment	Attachment
3.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes	Goal 4: Ensure that all teachers and principal receive training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance. There are several other goals that have objectives, strategies, and or activities that support this claim.	

Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:
 Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:
 collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:
 Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community to strengthen and develop ELA and mathematics instruction. They may participate in a book study and develop strategies in order to differentiate instruction within the classroom.	Professional Learning	08/06/2015	05/06/2016	\$250 - Title I Part A	Certified staff

Activity - District Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are attending teacher academies initiated by the district. They are learning new strategies to implement in the classroom.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff and principal

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Goal 2:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Goal 3:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

CIITS Implementation - Teachers will maintain professional learning on the use of CIITS as needed in order to fully implement the website to improve reading, mathematics, writing, arts and humanities, practical living/career studies, all areas in K - 3, science, social studies, health

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and nutrition, and global competency instruction. Every teacher will create lessons and units of study based on Kentucky Core Academic Standards (KCAS), using aligned instructional resources, assessments, and student data. Teachers will also create assessments in CIITS for ELA and math.

Category: Continuous Improvement

Research Cited: CIITS is a state-wide initiative with research based resources from PD 360, KET, Thinkfinity, and other stakeholders.

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Educator Development System to view CIITS training videos for deeper understanding of CIITS functionality. The district level CIITS coordinator will provide professional learning to teachers and administrators for several new resources available on CIITS as well as for new teachers.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal, Certified Staff

Strategy2:

District Cadres and Academies - Greenup County District Central Office Administration will provide instructional sessions for teachers and administrators to update teaching skills.

Category: Continuous Improvement

Research Cited:

Activity - PGES Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other school administrators will receive ongoing training, guidance and support in TPGES and PPGES provided by central office administration.	Professional Learning	08/04/2015	05/06/2016	\$0 - District Funding	District Administrators

Activity - Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal receive training and support at several pertinent learning academies throughout the year from district administrators: grade level, curriculum, Writing for K - 3, KAGAN, Brigance Analysis, Program Review Components, Technology, Goal Setting, Project Approach, resources, techniques, observing, and use of data, among others, in an effort to more effectively provide instruction.	Professional Learning	09/03/2015	03/30/2016	\$0 - District Funding	District Administrators

Strategy3:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

Research Cited:

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Argillite Elementary School

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Goal 4:

Novice Reduction - We will reduce novice 50% by 2021

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Common Assessments - Common assessments will be administered for grades K - 8 in reading and math and End of Course Assessment at high school level.

Category: Learning Systems

Research Cited: Larry Lazote and Kati Haycock

Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy2:

Cooperative Learning - Student engagement will increase through cooperative learning, thus making the students responsible for their learning through discussion and questioning.

Category: Professional Learning & Support

Research Cited: Kagan, Danielson's Framework for Teaching

Activity - Cooperative Learning Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk throughs, and observations to ensure fidelity of implementation in K - 12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All GCSD certified staff

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Activity - Kagan Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan monthly activities for the Kagan Leadership Team to share professional Learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce the number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District Kagan Leadership Team

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	A Professional Learning Plan is prepared every year using the Comprehensive School Improvement Plan, School Report Card, and other sources. Various committees assist with the preparation. The SBDM council then receives a draft. They review and/or revise and accept the plan before sending it the District Board Office.	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	The strengths and weaknesses are in that data. The Needs Assessment comes from analyzing this and other data. This information lets teachers and staff know what professional learning is needed and how to implement new strategies.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	There are ongoing PLOs in the area of mathematics and ELA to provide the most appropriate instructions and assessments for students. The PLOs assist teachers and para educators to enhance the writing program, the use of new technology, Program Review Curriculum, and new strategies and techniques to use in the classroom and throughout the building and grounds. District Academies and Cadres along with Bi-weekly Professional Development opportunities are of high quality to achieve more.	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	Both certified and classified serve on the committees and teams that prepare the yearly Professional Learning Plan.	

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Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	This is discussed during committee and team meetings and again by SBDM Council.	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	There are specific goals, objectives, strategies, and activities that support the professional learning plan.	

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

Highly Qualified Teachers - Argillite Elementary School's SBDM Council will ensure all teachers and para educators are highly qualified to lead students to proficiency.

Category: Human Capital Management

Research Cited:

Activity - Teacher Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary used several strategies to keep teachers and para educators. We have a positive work environment, collaboration between colleagues, high student expectations, open communication, professional learning opportunities, the Leader in Me program, and advanced technology. The TELL survey yearly addresses possible issues with the school. The school planning committees meet frequently. These efforts are done to to create better working conditions for the staff and to increase student achievement.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and Certified staff

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When a teaching position becomes available, the SBDM Council will adhere to the school's hiring policy. Only highly qualified teaching applicants will be considered for the job. Para educators must posses a high school diploma or its equivalency and 1) have completed two years of study at an institution of higher education; 2)obtained an associate's degree; or 3) meet a rigorous standard of quality and are able to demonstrate through a formal state or local assessment, knowledge of and the ability to assist in instruction of reading, writing, and math. New para educators must not only be interviewed but must also meet the above qualifications. The jobs are posted on Greenup County and KDE's websites.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	SBDM Council

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Strategy2:

School Culture - Argillite staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve the culture of the school.

Category: Continuous Improvement

Research Cited:

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary will strive to meet or exceed 95%attendance each month. The attendance incentive program includes assemblies, recognition, attendance celebrations, and special recognition for those students who have 98% or perfect attendance for the year. Conferences, phone calls, and/or home visits will be made for students who have a pattern of unexcused absences in an effort to promote proficiency.	Policy and Process	08/06/2015	05/06/2016	\$0 - No Funding Required	Attendance committee

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent-teacher conferences will be made available on a flexible basis to accommodate parents' work schedules. Parents will be provided with resources that enhance parenting skills and address current parenting needs. Some of these may include, but are not limited to, AR Family Reading Night, speech handouts, teacher/school websites, homework folders, agenda books, and school/teacher/principal newsletters. In an effort to increase the parent/school partnership, we will provide various events for students and family members. These may include a back to school gathering, open house, Muffins with Mom, Ham it Up with Dad, Grandparents Day recognition, Title I parent involvement meetings, and kindergarten orientation. Parents of fourth and fifth grade students can attend a workshop on math strategies. It will be held during the second nine weeks after school.	Parent Involvement	08/06/2015	05/06/2016	\$500 - Title I Part A	Principal, counselor, family resource coordinator, and certified staff

Activity - Positive Behavior Intervention and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a safe, orderly learning environment by displaying and implementing KYCID management procedures and the 7 Habits in their classrooms and common areas. A student reward system (Tiger Tickets) has been implemented to promote common area procedures and positive behavior. Teachers will follow the office referral process in the event of problem behaviors. Office referrals will be recorded on a spreadsheet. Friday Sharpen the Saw clubs will also further student knowledge and incorporate the 7 Habits from our Leader in Me Program. The KYCID Leadership Team and Lighthouse Committee will meet monthly to review the spreadsheet data.	Behavioral Support Program	08/06/2015	05/06/2016	\$600 - Title I Part A	KYCID Leadership Team, Lighthouse Team, and attendance clerk

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Argillite Elementary School

Strategy3:

Reading & Math Assessments - Teachers will utilize a variety of content-rich reading and math assessments to drive instruction.

Category: Continuous Improvement

Research Cited:

Activity - K-PREP Released Items	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate the K-PREP released items throughout their English Language Arts and math units of study.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Journeys Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All ELA classroom teachers will incorporate assessments from the Journeys reading series. This includes formative and summative assessments. This is direct instruction.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	All certified ELA teachers

Goal 2:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

Writing Instruction - Teachers will implement various strategies and methods during writing instruction. They will teach and model the writing process according to the ELA Kentucky Core Academic Standards (KCAS). Students will be expected to use the writing process when developing their pieces.

Category: Continuous Improvement

Research Cited:

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use document cameras and smart boards as part of the writing and language mechanics instruction. Some of the computer software to be used: Journeys Reading, Study Island, and Reading Eggs.	Direct Instruction	08/06/2015	05/06/2016	\$0 - District Funding	Certified staff

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Activity - Constructed Response and On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response and on demand writings across content area each month. Some of these writings will be included in each student's permanent writing folder.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teachers

Activity - Vocabulary Acquisition and Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use appropriate vocabulary and power verbs throughout lessons for student understanding and use.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily learning targets in a designated area in the classroom. The targets will use common core vocabulary in kid friendly terms. Teachers will highlight the target throughout the lesson.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teachers

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers shall provide effective and descriptive feedback to students and help them use the feedback to develop and enhance their communicating and writing skills.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	certified staff

Activity - Text Types	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to the ELA, KCAS, and Argillite Elementary School Writing Policy that focuses on informative/explanatory, narrative, and argumentative/persuasive writing with a purpose and an audience. Every student will use the writing process to create a piece for each genre. There will be more reflective writing on real world experiences.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Strategy2:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

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Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Goal 3:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

CIITS Implementation - Teachers will maintain professional learning on the use of CIITS as needed in order to fully implement the website to improve reading, mathematics, writing, arts and humanities, practical living/career studies, all areas in K - 3, science, social studies, health and nutrition, and global competency instruction. Every teacher will create lessons and units of study based on Kentucky Core Academic Standards (KCAS), using aligned instructional resources, assessments, and student data. Teachers will also create assessments in CIITS for ELA and math.

Category: Continuous Improvement

Research Cited: CIITS is a state-wide initiative with research based resources from PD 360, KET, Thinkfinity, and other stakeholders.

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Educator Development System to view CIITS training videos for deeper understanding of CIITS functionality. The district level CIITS coordinator will provide professional learning to teachers and administrators for several new resources available on CIITS as well as for new teachers.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal, Certified Staff

Strategy2:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

Research Cited:

Title I Schoolwide Diagnostic

Argillite Elementary School

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Strategy3:

District Cadres and Academies - Greenup County District Central Office Administration will provide instructional sessions for teachers and administrators to update teaching skills.

Category: Continuous Improvement

Research Cited:

Activity - Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal receive training and support at several pertinent learning academies throughout the year from district administrators: grade level, curriculum, Writing for K - 3, KAGAN, Brigance Analysis, Program Review Components, Technology, Goal Setting, Project Approach, resources, techniques, observing, and use of data, among others, in an effort to more effectively provide instruction.	Professional Learning	09/03/2015	03/30/2016	\$0 - District Funding	District Administrators

Activity - PGES Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other school administrators will receive ongoing training, guidance and support in TPGES and PPGES provided by central office administration.	Professional Learning	08/04/2015	05/06/2016	\$0 - District Funding	District Administrators

Goal 4:

Novice Reduction - We will reduce novice 50% by 2021

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Common Assessments - Common assessments will be administered for grades K - 8 in reading and math and End of Course Assessment at high school level.

Category: Learning Systems

Research Cited: Larry Lazote and Kati Haycock

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Argillite Elementary School

Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will create and administer benchmark assessments in K - 8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy2:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

Activity - Data Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and School Administration

Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy3:

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Argillite Elementary School

Cooperative Learning - Student engagement will increase through cooperative learning, thus making the students responsible for their learning through discussion and questioning.

Category: Professional Learning & Support

Research Cited: Kagan, Danielson's Framework for Teaching

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff attend a week long Kagan training on cooperative learning structures to increase student engagement and academic achievement.	Professional Learning	01/04/2016	12/30/2016	\$7000 - Title II Part A	District Leadership Team

Activity - Cooperative Learning Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk throughs, and observations to ensure fidelity of implementation in K - 12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All GCSD certified staff

Activity - Kagan Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan monthly activities for the Kagan Leadership Team to share professional Learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce the number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District Kagan Leadership Team

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	When a teaching position becomes available school committees and SBDM Council reflect on the needs of the students and go through a rigorous hiring process as per policy.	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	The principal uses the TELL survey to improve working conditions for teachers in order to retain them.	

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Argillite Elementary School

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	The plan has several goals, objectives, strategies, and activities that support the recruitment and retention of highly qualified teachers.	

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

Transitions - Argillite Elementary wants to help preschool students transition as smoothly as possible into kindergarten.

Category: Continuous Improvement

Research Cited:

Activity - POPS/Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students and their families are invited to attend POPS (Positive Orientation for Parents and Students). This two-day event takes place prior to the start of school. Children get to see the kindergarten classrooms, meet the teachers and paraprofessionals, and learn about bus safety.	Other	03/04/2016	05/06/2016	\$500 - FRYSC	FRC, certified and classified staff

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will take the Brigance assessment to determine kindergarten readiness. The screener will be administered in a specific time frame at the beginning of the school year.	Academic Support Program Other	08/06/2015	05/06/2016	\$0 - District Funding	Certified and classified staff

Activity - Preschool Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the school year, preschool students are invited to spend time in a kindergarten classroom. Children get to meet the kindergarten teachers and experience Kindergarten instruction.	Other	08/06/2015	05/06/2016	\$0 - No Funding Required	Preschool and certified staff

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Activity - Parent Invitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool parents/guardians receive an invitation to the spring Title 1 meeting. They assist with review and revision of the Home School Compact and Parent Involvement Policy. They also receive several educational handouts. They are invited to the Back to School gathering just before school begins, where they receive classroom and teacher assignments along with enjoying a picnic with all staff, PTO, and some community members.	Academic Support Program Other	08/06/2015	05/06/2016	\$500 - Title I Part A	Certified staff

Strategy2:

School Culture - Argillite staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve the culture of the school.

Category: Continuous Improvement

Research Cited:

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent-teacher conferences will be made available on a flexible basis to accommodate parents' work schedules. Parents will be provided with resources that enhance parenting skills and address current parenting needs. Some of these may include, but are not limited to, AR Family Reading Night, speech handouts, teacher/school websites, homework folders, agenda books, and school/teacher/principal newsletters. In an effort to increase the parent/school partnership, we will provide various events for students and family members. These may include a back to school gathering, open house, Muffins with Mom, Ham it Up with Dad, Grandparents Day recognition, Title I parent involvement meetings, and kindergarten orientation. Parents of fourth and fifth grade students can attend a workshop on math strategies. It will be held during the second nine weeks after school.	Parent Involvement	08/06/2015	05/06/2016	\$500 - Title I Part A	Principal, counselor, family resource coordinator, and certified staff

Activity - Positive Behavior Intervention and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a safe, orderly learning environment by displaying and implementing KYCID management procedures and the 7 Habits in their classrooms and common areas. A student reward system (Tiger Tickets) has been implemented to promote common area procedures and positive behavior. Teachers will follow the office referral process in the event of problem behaviors. Office referrals will be recorded on a spreadsheet. Friday Sharpen the Saw clubs will also further student knowledge and incorporate the 7 Habits from our Leader in Me Program. The KYCID Leadership Team and Lighthouse Committee will meet monthly to review the spreadsheet data.	Behavioral Support Program	08/06/2015	05/06/2016	\$600 - Title I Part A	KYCID Leadership Team, Lighthouse Team, and attendance clerk

Title I Schoolwide Diagnostic

Argillite Elementary School

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary will strive to meet or exceed 95% attendance each month. The attendance incentive program includes assemblies, recognition, attendance celebrations, and special recognition for those students who have 98% or perfect attendance for the year. Conferences, phone calls, and/or home visits will be made for students who have a pattern of unexcused absences in an effort to promote proficiency.	Policy and Process	08/06/2015	05/06/2016	\$0 - No Funding Required	Attendance committee

Strategy3:

Highly Qualified Teachers - Argillite Elementary School's SBDM Council will ensure all teachers and para educators are highly qualified to lead students to proficiency.

Category: Human Capital Management

Research Cited:

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When a teaching position becomes available, the SBDM Council will adhere to the school's hiring policy. Only highly qualified teaching applicants will be considered for the job. Para educators must possess a high school diploma or its equivalency and 1) have completed two years of study at an institution of higher education; 2) obtained an associate's degree; or 3) meet a rigorous standard of quality and are able to demonstrate through a formal state or local assessment, knowledge of and the ability to assist in instruction of reading, writing, and math. New para educators must not only be interviewed but must also meet the above qualifications. The jobs are posted on Greenup County and KDE's websites.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	SBDM Council

Activity - Teacher Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary used several strategies to keep teachers and para educators. We have a positive work environment, collaboration between colleagues, high student expectations, open communication, professional learning opportunities, the Leader in Me program, and advanced technology. The TELL survey yearly addresses possible issues with the school. The school planning committees meet frequently. These efforts are done to create better working conditions for the staff and to increase student achievement.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and Certified staff

Goal 2:

Novice Reduction - We will reduce novice 50% by 2021

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Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	There is an annual Back to School gathering to meet and greet and enjoy a picnic together. Other activities include, but are not limited to: POPS (Positive Orientation for Parents and Students), AR Family Nights, Family Movie Nights, Academic Team Meets, Holiday Program, Meals with parents and grandparents, Curriculum Fairs, Assemblies, meetings, Parent/Teacher conferences, Proficient/Distinguished Banquet, and workshops, All are on Phone Cast al call, on the web site, and in newsletters as well as by invitation.	

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Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Parents/Guardians may sign up for committees during the Back to School gathering and in September in the office. All SBDM Council meetings are open to the public and two parents serve on the Council. Incoming Kindergarten students and their families are invited to attend a two day orientation. Parent/Teacher conferences are set up on a flexible basis. There is an AR Family Reading Night, MAP testing schedule and results with an explanation pamphlet, website, all call phone system, data binders, Open House, and many other opportunities.	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	There is a Parent Involvement meeting every spring with invitations going out to preschool through grade 5 students. The entire Parent Involvement policy and Home School Compact are completely reviewed and revised during this time. They are also announced on All Call and the school web site	

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	Parents are on our SBDM Council and various committees. There is an active PTO. All parents are invited to the parent involvement meetings where their input is sought and used.	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	These can be seen throughout the CSIP and Goal 2 has several specific strategies and activities.	

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

School Culture - Argillite staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve the culture of the school.

Category: Continuous Improvement

Research Cited:

Activity - Positive Behavior Intervention and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a safe, orderly learning environment by displaying and implementing KYCID management procedures and the 7 Habits in their classrooms and common areas. A student reward system (Tiger Tickets) has been implemented to promote common area procedures and positive behavior. Teachers will follow the office referral process in the event of problem behaviors. Office referrals will be recorded on a spreadsheet. Friday Sharpen the Saw clubs will also further student knowledge and incorporate the 7 Habits from our Leader in Me Program. The KYCID Leadership Team and Lighthouse Committee will meet monthly to review the spreadsheet data.	Behavioral Support Program	08/06/2015	05/06/2016	\$600 - Title I Part A	KYCID Leadership Team, Lighthouse Team, and attendance clerk

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Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent-teacher conferences will be made available on a flexible basis to accommodate parents' work schedules. Parents will be provided with resources that enhance parenting skills and address current parenting needs. Some of these may include, but are not limited to, AR Family Reading Night, speech handouts, teacher/school websites, homework folders, agenda books, and school/teacher/principal newsletters. In an effort to increase the parent/school partnership, we will provide various events for students and family members. These may include a back to school gathering, open house, Muffins with Mom, Ham it Up with Dad, Grandparents Day recognition, Title I parent involvement meetings, and kindergarten orientation. Parents of fourth and fifth grade students can attend a workshop on math strategies. It will be held during the second nine weeks after school.	Parent Involvement	08/06/2015	05/06/2016	\$500 - Title I Part A	Principal, counselor, family resource coordinator, and certified staff

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary will strive to meet or exceed 95% attendance each month. The attendance incentive program includes assemblies, recognition, attendance celebrations, and special recognition for those students who have 98% or perfect attendance for the year. Conferences, phone calls, and/or home visits will be made for students who have a pattern of unexcused absences in an effort to promote proficiency.	Policy and Process	08/06/2015	05/06/2016	\$0 - No Funding Required	Attendance committee

Strategy2:

Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Strategy3:

Transitions - Argillite Elementary wants to help preschool students transition as smoothly as possible into kindergarten.

Category: Continuous Improvement

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Argillite Elementary School

Research Cited:

Activity - POPS/Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students and their families are invited to attend POPS (Positive Orientation for Parents and Students). This two-day event takes place prior to the start of school. Children get to see the kindergarten classrooms, meet the teachers and paraprofessionals, and learn about bus safety.	Other	03/04/2016	05/06/2016	\$500 - FRYSC	FRC, certified and classified staff

Activity - Preschool Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the school year, preschool students are invited to spend time in a kindergarten classroom. Children get to meet the kindergarten teachers and experience Kindergarten instruction.	Other	08/06/2015	05/06/2016	\$0 - No Funding Required	Preschool and certified staff

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will take the Brigance assessment to determine kindergarten readiness. The screener will be administered in a specific time frame at the beginning of the school year.	Academic Support Program Other	08/06/2015	05/06/2016	\$0 - District Funding	Certified and classified staff

Activity - Parent Invitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool parents/guardians receive an invitation to the spring Title 1 meeting. They assist with review and revision of the Home School Compact and Parent Involvement Policy. They also receive several educational handouts. They are invited to the Back to School gathering just before school begins, where they receive classroom and teacher assignments along with enjoying a picnic with all staff, PTO, and some community members.	Other Academic Support Program	08/06/2015	05/06/2016	\$500 - Title I Part A	Certified staff

Goal 2:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

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Argillite Elementary School

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Strategy2:

Writing Instruction - Teachers will implement various strategies and methods during writing instruction. They will teach and model the writing process according to the ELA Kentucky Core Academic Standards (KCAS). Students will be expected to use the writing process when developing their pieces.

Category: Continuous Improvement

Research Cited:

Activity - Vocabulary Acquisition and Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use appropriate vocabulary and power verbs throughout lessons for student understanding and use.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use document cameras and smart boards as part of the writing and language mechanics instruction. Some of the computer software to be used: Journeys Reading, Study Island, and Reading Eggs.	Direct Instruction	08/06/2015	05/06/2016	\$0 - District Funding	Certified staff

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily learning targets in a designated area in the classroom. The targets will use common core vocabulary in kid friendly terms. Teachers will highlight the target throughout the lesson.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teachers

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Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers shall provide effective and descriptive feedback to students and help them use the feedback to develop and enhance their communicating and writing skills.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	certified staff

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	Some strategies/activities are POPS and the Back to School Picnic. Invitations are sent out to preschool through fifth grade parents for parent involvement meetings. Preschool children are in the same building and attend all programs and functions. They are an integral part of our school.	

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	Yes	They are embedded throughout the plan but specifics are seen in Goal 2.	

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
 demonstrate a proficiency in math with 41% of our students with disabilities by 05/06/2016 as measured by KPREP scores.

Strategy1:
 Real World Applications - Students with IEPs will participate in integrated mathematics lessons that relate to real life situations.
 Category: Continuous Improvement
 Research Cited:

Activity - Real World Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in hands-on activities that connect to personal situations. These lessons will integrate other subjects such as reading and writing. Activities include planning Thanksgiving dinner, budgeting for Christmas shopping, Intermediate Consumerism, etc.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	IDEA and Certified staff

Activity - Math Calculation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct and explicit instruction in computation and reasoning strategies and word problem strategies. Teachers will model problems and provide plenty of guided practice opportunities. This will help students become more confident and proficient in computation and problem solving.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	Certified staff

Measurable Objective 2:
 collaborate to decrease the gaps in all subject areas by 05/06/2016 as measured by KPREP scores.

Strategy1:
 Differentiated Instruction - Differentiated instruction will occur in every classroom at all grade levels.
 Category: Continuous Improvement

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Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to decrease gaps in the free/reduced lunch, special education, and male/female categories, teachers will plan instruction to meet individual needs. Differentiation will be an ongoing process throughout the school year and will be across all subject areas.	Direct Instruction	08/06/2015	05/06/2016	\$0 - Title I Part A	Certified staff

Measurable Objective 3:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 30.8% to 41% by 05/06/2016 as measured by K-Prep.

Strategy1:

Student Teacher Assistance Team - Argillite Elementary School will focus on continuous progress for at-risk students using the Response to Intervention (RTI) approach and the Kentucky Systems of Intervention (KSI) model.

Category: Continuous Improvement

Research Cited: KSI

Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at-risk will receive interventions based on individual need. Parent will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the interventions.	Academic Support Program	08/17/2015	05/06/2016	\$500 - Title I Part A	STAT team and certified staff,

Activity - Map Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measures of Academic Progress (MAP) will be administered to all students three times a year. The results will be analyzed to identify students who will receive RTI services.	Academic Support Program	08/17/2015	05/06/2016	\$0 - District Funding	STAT members, certified staff, and computer technician.

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and

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wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community to strengthen and develop ELA and mathematics instruction. They may participate in a book study and develop strategies in order to differentiate instruction within the classroom.	Professional Learning	08/06/2015	05/06/2016	\$250 - Title I Part A	Certified staff

Activity - District Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are attending teacher academies initiated by the district. They are learning new strategies to implement in the classroom.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff and principal

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Goal 3:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

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Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Goal 4:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Strategy2:

CIITS Implementation - Teachers will maintain professional learning on the use of CIITS as needed in order to fully implement the website to improve reading, mathematics, writing, arts and humanities, practical living/career studies, all areas in K - 3, science, social studies, health and nutrition, and global competency instruction. Every teacher will create lessons and units of study based on Kentucky Core Academic Standards (KCAS), using aligned instructional resources, assessments, and student data. Teachers will also create assessments in CIITS for ELA and math.

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Category: Continuous Improvement

Research Cited: CIITS is a state-wide initiative with research based resources from PD 360, KET, Thinkfinity, and other stakeholders.

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Educator Development System to view CIITS training videos for deeper understanding of CIITS functionality. The district level CIITS coordinator will provide professional learning to teachers and administrators for several new resources available on CIITS as well as for new teachers.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal, Certified Staff

Strategy3:

District Cadres and Academies - Greenup County District Central Office Administration will provide instructional sessions for teachers and administrators to update teaching skills.

Category: Continuous Improvement

Research Cited:

Activity - Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal receive training and support at several pertinent learning academies throughout the year from district administrators: grade level, curriculum, Writing for K - 3, KAGAN, Brigrance Analysis, Program Review Components, Technology, Goal Setting, Project Approach, resources, techniques, observing, and use of data, among others, in an effort to more effectively provide instruction.	Professional Learning	09/03/2015	03/30/2016	\$0 - District Funding	District Administrators

Activity - PGES Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other school administrators will receive ongoing training, guidance and support in TPGES and PPGES provided by central office administration.	Professional Learning	08/04/2015	05/06/2016	\$0 - District Funding	District Administrators

Goal 5:

Novice Reduction - We will reduce novice 50% by 2021

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Common Assessments - Common assessments will be administered for grades K - 8 in reading and math and End of Course Assessment at high school level.

Category: Learning Systems

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Argillite Elementary School

Research Cited: Larry Lazote and Kati Haycock

Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will create and administer benchmark assessments in K - 8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy2:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

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Activity - Data Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and School Administration

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	There are bi weekly staff meetings and many various committee meetings, along with textbook selection input.	

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	All teachers participate through committees, data analysis meetings, professional Opportunities, and Site Based Decision-Making Council.	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes	This information is embedded throughout the CSIP within all of the goals with specific strategies and activities.	

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:
 Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:
 demonstrate a proficiency in math with 41% of our students with disabilities by 05/06/2016 as measured by KPREP scores.

Strategy1:
 Real World Applications - Students with IEPs will participate in integrated mathematics lessons that relate to real life situations.
 Category: Continuous Improvement
 Research Cited:

Activity - Math Calculation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive direct and explicit instruction in computation and reasoning strategies and word problem strategies. Teachers will model problems and provide plenty of guided practice opportunities. This will help students become more confident and proficient in computation and problem solving.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	Certified staff

Activity - Real World Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in hands-on activities that connect to personal situations. These lessons will integrate other subjects such as reading and writing. Activities include planning Thanksgiving dinner, budgeting for Christmas shopping, Intermediate Consumerism, etc.	Direct Instruction	08/06/2015	05/06/2016	\$0 - IDEA	IDEA and Certified staff

Measurable Objective 2:
 collaborate to increase the average combined reading and math proficiency ratings for all students in the non duplicated gap group from 30.8% to 41% by 05/06/2016 as measured by K-Prep.

Strategy1:
 Student Teacher Assistance Team - Argillite Elementary School will focus on continuous progress for at-risk students using the Response to Intervention (RTI) approach and the Kentucky Systems of Intervention (KSI) model.
 Category: Continuous Improvement

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Research Cited: KSI

Activity - Map Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measures of Academic Progress (MAP) will be administered to all students three times a year. The results will be analyzed to identify students who will receive RTI services.	Academic Support Program	08/17/2015	05/06/2016	\$0 - District Funding	STAT members, certified staff, and computer technician.

Activity - RTI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at-risk will receive interventions based on individual need. Parent will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the interventions.	Academic Support Program	08/17/2015	05/06/2016	\$500 - Title I Part A	STAT team and certified staff,

Measurable Objective 3:

collaborate to decrease the gaps in all subject areas by 05/06/2016 as measured by KPREP scores.

Strategy1:

Differentiated Instruction - Differentiated instruction will occur in every classroom at all grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to decrease gaps in the free/reduced lunch, special education, and male/female categories, teachers will plan instruction to meet individual needs. Differentiation will be an ongoing process throughout the school year and will be across all subject areas.	Direct Instruction	08/06/2015	05/06/2016	\$0 - Title I Part A	Certified staff

Goal 2:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

ELA and Math Instruction - Teachers will implement various English Language Arts and Math strategies and methods during instruction.

Category: Continuous Improvement

Research Cited:

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Activity - Math and ELA Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will use the accompanying Go Math computer-based program. They will use Study island and Reading Eggs computer programs along with Catch-Up Math, and Scootpad. SMARTboards will be used to enhance instruction.	Technology	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post a daily ELA and math learning target in a designated area of the classroom. The learning targets use common core vocabulary in kid friendly terms. Teachers highlight the vocabulary rich targets throughout the lesson. They may also use common core words in weekly spelling tests, vocabulary folders, and word walls.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	All certified teachers

Activity - ELA and Math Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use various strategies such as graphic organizers, think/pair share, higher order thinking skills, and subject area journals. They will learn power verbs, use the "SMEL" extended response strategy, and complete "Do Whats". Teachers will use instructional strategies and best practices during lessons. They will implement explicit/direct instruction and incorporate explaining, modeling, and demonstrating. They will frequently check for understanding using the TAPPLE method. Lessons will be structured using 'Before, During, and After' and 'I Do, We Do, You Do' methods.	Direct Instruction	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Activity - ELA and Math Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to increase student essential skills, the staff will use various resources to plan and create ELA and math curriculum. These resources include, but are not limited to, Journeys reading series, Go Math, skill books, Drops in the Bucket, calendar math, Coach Crosswalk books, and Automaticity.	Direct Instruction	08/06/2015	05/06/2016	\$24000 - Title I Schoolwide	All certified teachers

Activity - Accelerated Reader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader (AR) program will be utilized to increase student reading achievement in all content areas. AR tests on vocabulary and comprehension. It will be used in the classrooms, media center, and computer lab. Goals for each student are assigned based on STAR Reading scores. The Library Media Center (LMC) has purchased books in all content areas for the AR program. There are tests for all of these books and points built up get them items from the AR Store..	Technology	08/06/2015	05/06/2016	\$2500 - Title I Part A	Certified staff

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Strategy2:

Highly Qualified Teachers - Argillite Elementary School's SBDM Council will ensure all teachers and para educators are highly qualified to lead students to proficiency.

Category: Human Capital Management

Research Cited:

Activity - Teacher Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When a teaching position becomes available, the SBDM Council will adhere to the school's hiring policy. Only highly qualified teaching applicants will be considered for the job. Para educators must possess a high school diploma or its equivalency and 1) have completed two years of study at an institution of higher education; 2) obtained an associate's degree; or 3) meet a rigorous standard of quality and are able to demonstrate through a formal state or local assessment, knowledge of and the ability to assist in instruction of reading, writing, and math. New para educators must not only be interviewed but must also meet the above qualifications. The jobs are posted on Greenup County and KDE's websites.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	SBDM Council

Activity - Teacher Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary used several strategies to keep teachers and para educators. We have a positive work environment, collaboration between colleagues, high student expectations, open communication, professional learning opportunities, the Leader in Me program, and advanced technology. The TELL survey yearly addresses possible issues with the school. The school planning committees meet frequently. These efforts are done to create better working conditions for the staff and to increase student achievement.	Recruitment and Retention	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and Certified staff

Strategy3:

Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

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Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community to strengthen and develop ELA and mathematics instruction. They may participate in a book study and develop strategies in order to differentiate instruction within the classroom.	Professional Learning	08/06/2015	05/06/2016	\$250 - Title I Part A	Certified staff

Activity - District Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are attending teacher academies initiated by the district. They are learning new strategies to implement in the classroom.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff and principal

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 39.2% to 46.8% by 05/29/2015 as measured by K-PREP.

Strategy1:

STAT - Argillite Elementary School will focus on continuous progress for identified at-risk students using the Response to Intervention (RtI) approach and Kentucky Systems of Intervention (KSI) model.

Category: Continuous Improvement

Research Cited: The KSI addresses achievement gaps using universal screening data to identify student learning needs.

Activity - RtI Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified at-risk will receive interventions based on individual need. Parents will be notified of these services. Students will be progress monitored on a regular basis to determine the successfulness of the intervention/s.	Academic Support Program	08/11/2014	05/29/2015	\$400 - Title I Part A	Student Teacher Assistance Team (STAT), certified staff and classified staff

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Activity - MAP Testing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Measures of Academic Progress (MAP) will be administered to all students three times a year. The results will be analyzed to identify at-risk students who will receive RtI services.	Academic Support Program	08/11/2014	05/29/2015	\$0 - District Funding	STAT members certified and classified staff

Goal 4:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Strategy2:

Writing Instruction - Teachers will implement various strategies and methods during writing instruction. They will teach and model the writing process according to the ELA Kentucky Core Academic Standards (KCAS). Students will be expected to use the writing process when developing their pieces.

Category: Continuous Improvement

Research Cited:

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Activity - Vocabulary Acquisition and Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will consistently use appropriate vocabulary and power verbs throughout lessons for student understanding and use.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use document cameras and smart boards as part of the writing and language mechanics instruction. Some of the computer software to be used: Journeys Reading, Study Island, and Reading Eggs.	Direct Instruction	08/06/2015	05/06/2016	\$0 - District Funding	Certified staff

Activity - Constructed Response and On Demand Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate constructed response and on demand writings across content area each month. Some of these writings will be included in each student's permanent writing folder.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teachers

Activity - Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will post daily learning targets in a designated area in the classroom. The targets will use common core vocabulary in kid friendly terms. Teachers will highlight the target throughout the lesson.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified teachers

Activity - Teacher Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers shall provide effective and descriptive feedback to students and help them use the feedback to develop and enhance their communicating and writing skills.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	certified staff

Activity - Text Types	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will adhere to the ELA, KCAS, and Argillite Elementary School Writing Policy that focuses on informative/explanatory, narrative, and argumentative/persuasive writing with a purpose and an audience. Every student will use the writing process to create a piece for each genre. There will be more reflective writing on real world experiences.	Direct Instruction	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff

Goal 5:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

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Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Goal 6:

Novice Reduction - We will reduce novice 50% by 2021

Measurable Objective 1:

collaborate to reduce the number of students scoring in the novice category by 12/30/2016 as measured by state assessments.

Strategy1:

Cooperative Learning - Student engagement will increase through cooperative learning, thus making the students responsible for their learning through discussion and questioning.

Category: Professional Learning & Support

Research Cited: Kagan, Danielson's Framework for Teaching

Activity - Kagan Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff attend a week long Kagan training on cooperative learning structures to increase student engagement and academic achievement.	Professional Learning	01/04/2016	12/30/2016	\$7000 - Title II Part A	District Leadership Team

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Activity - Kagan Action Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Plan monthly activities for the Kagan Leadership Team to share professional Learning at all schools. Each session will focus on cooperative learning structures to increase student engagement and thus reduce the number of students scoring novice.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District Kagan Leadership Team

Activity - Cooperative Learning Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administration and teachers will be trained on cooperative learning structures. Cooperative learning will become "look fors" in lesson plans, walk throughs, and observations to ensure fidelity of implementation in K - 12 classrooms.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	All GCSD certified staff

Strategy2:

Individual Student Needs - The GCSD will implement a series of activities that identify students who need additional services to reach proficiency, and provide appropriate interventions for those students.

Category: Continuous Improvement

Research Cited: Larry Lazote, Kati Haycock

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific novice reduction goals for students based on their data. These classroom goals will then inform school goals, which will then inform district goal for novice reduction.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Data Management	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principals will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and School Administration

Activity - Individualized Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as likely to score in the novice category will be provided individualized support based on multiple data point results.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Strategy3:

Common Assessments - Common assessments will be administered for grades K - 8 in reading and math and End of Course Assessment at high school level.

Category: Learning Systems

Research Cited: Larry Lazote and Kati Haycock

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Activity - Curriculum Standard Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates.	Professional Learning	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Analyze Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District and school staff will create and administer benchmark assessments in K - 8 for reading and math, and for End of Course Assessments at the high school that are aligned to Kentucky's Academic Standards.	Academic Support Program	01/04/2016	12/30/2016	\$0 - No Funding Required	District and school administration

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	MAP data produces response to interventions on individual needs. Students receive RTI. STAR testing is analyzed for strengths and needs. Needs are addressed immediately. Instructional Assistants work one on one and in small groups with students needing extra help. Learning Centers and groups are set up and there is also an hour of homework help available after school four days a week.	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	This process is explained throughout the CSIP. following data analysis, Response to Intervention plans are made and implemented. Progress monitoring is done.	

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Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	There are at least four planning sessions for teachers each week. Collaboration occurs at these planning times, before and after school, during staff meetings, at Professional Learning Opportunities, while eating lunch, etc.	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	Every goal, objective, strategy, and activity supports the school meeting state academic standards. Our new Novice Reduction goal will assist with this.	

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Argillite Elementary from 35% to 55% by 05/06/2016 as measured by K-PREP.

Strategy1:

Transitions - Argillite Elementary wants to help preschool students transition as smoothly as possible into kindergarten.

Category: Continuous Improvement

Research Cited:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will take the Brigance assessment to determine kindergarten readiness. The screener will be administered in a specific time frame at the beginning of the school year.	Academic Support Program Other	08/06/2015	05/06/2016	\$0 - District Funding	Certified and classified staff

Activity - POPS/Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students and their families are invited to attend POPS (Positive Orientation for Parents and Students). This two-day event takes place prior to the start of school. Children get to see the kindergarten classrooms, meet the teachers and paraprofessionals, and learn about bus safety.	Other	03/04/2016	05/06/2016	\$500 - FRYSC	FRC, certified and classified staff

Activity - Preschool Transition Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At the end of the school year, preschool students are invited to spend time in a kindergarten classroom. Children get to meet the kindergarten teachers and experience Kindergarten instruction.	Other	08/06/2015	05/06/2016	\$0 - No Funding Required	Preschool and certified staff

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Activity - Parent Invitations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All preschool parents/guardians receive an invitation to the spring Title 1 meeting. They assist with review and revision of the Home School Compact and Parent Involvement Policy. They also receive several educational handouts. They are invited to the Back to School gathering just before school begins, where they receive classroom and teacher assignments along with enjoying a picnic with all staff, PTO, and some community members.	Academic Support Program Other	08/06/2015	05/06/2016	\$500 - Title I Part A	Certified staff

Strategy2:

School Culture - Argillite staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve the culture of the school.

Category: Continuous Improvement

Research Cited:

Activity - Positive Behavior Intervention and Supports	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide a safe, orderly learning environment by displaying and implementing KYCID management procedures and the 7 Habits in their classrooms and common areas. A student reward system (Tiger Tickets) has been implemented to promote common area procedures and positive behavior. Teachers will follow the office referral process in the event of problem behaviors. Office referrals will be recorded on a spreadsheet. Friday Sharpen the Saw clubs will also further student knowledge and incorporate the 7 Habits from our Leader in Me Program. The KYCID Leadership Team and Lighthouse Committee will meet monthly to review the spreadsheet data.	Behavioral Support Program	08/06/2015	05/06/2016	\$600 - Title I Part A	KYCID Leadership Team, Lighthouse Team, and attendance clerk

Activity - Attendance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Argillite Elementary will strive to meet or exceed 95% attendance each month. The attendance incentive program includes assemblies, recognition, attendance celebrations, and special recognition for those students who have 98% or perfect attendance for the year. Conferences, phone calls, and/or home visits will be made for students who have a pattern of unexcused absences in an effort to promote proficiency.	Policy and Process	08/06/2015	05/06/2016	\$0 - No Funding Required	Attendance committee

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Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent-teacher conferences will be made available on a flexible basis to accommodate parents' work schedules. Parents will be provided with resources that enhance parenting skills and address current parenting needs. Some of these may include, but are not limited to, AR Family Reading Night, speech handouts, teacher/school websites, homework folders, agenda books, and school/teacher/principal newsletters. In an effort to increase the parent/school partnership, we will provide various events for students and family members. These may include a back to school gathering, open house, Muffins with Mom, Ham it Up with Dad, Grandparents Day recognition, Title I parent involvement meetings, and kindergarten orientation. Parents of fourth and fifth grade students can attend a workshop on math strategies. It will be held during the second nine weeks after school.	Parent Involvement	08/06/2015	05/06/2016	\$500 - Title I Part A	Principal, counselor, family resource coordinator, and certified staff

Strategy3:

Professional Learning - Teachers and para educators will engage in ongoing professional learning in the areas of ELA and math to provide the most appropriate instruction for students. School level PLO's will conclude with a "plus/delta exercise" to determine future PL needs and wants. Argillite Elementary School's Professional Learning opportunities are offered every two weeks focusing on reading, writing, and math. Sessions are research-based and include information on math practices and interventions.

Category: Professional Learning & Support

Research Cited:

Activity - The Leader in Me	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff and some parents and community members were trained by Franklin Covey representatives prior to this school year. A small group received additional training for the Lighthouse Team and Train the Leader. Faculty has learned how to successfully implement The 7 Habits. There are also more training videos and online resources to access throughout the year.	Professional Learning	08/06/2015	05/06/2016	\$300 - Title I Part A	Certified staff

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in a professional learning community to strengthen and develop ELA and mathematics instruction. They may participate in a book study and develop strategies in order to differentiate instruction within the classroom.	Professional Learning	08/06/2015	05/06/2016	\$250 - Title I Part A	Certified staff

Activity - District Teacher Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are attending teacher academies initiated by the district. They are learning new strategies to implement in the classroom.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Certified staff and principal

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Goal 2:

Increase the proficient KPREP performance levels of all students from 30.4% Proficient/Distinguished to 45% in Writing and from 37.8% to 50% in Language Mechanics.

Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in Language Mechanics and in Writing by 05/06/2016 as measured by KPREP scores.

Strategy1:

Professional Learning - Teachers and para educators will complete Professional Learning opportunities enabling them to enhance students' knowledge of Language Mechanics and the Writing Program.

Category: Professional Learning & Support

Research Cited:

Activity - Integrated Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend PL sessions on integrating writing with reading, speaking, listening, language, and technology during the 2015 - 2016 school year.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Activity - Professional Learning Academies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend District PL academies (some with make and takes) to determine how to best get students interested and focused on all facets of the writing program from k - 5. There will be specialized training for each grade level, Kindergarten through third grade, and 4th and 5th grades.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal and certified staff

Goal 3:

Ensure that all teachers and principal receive ongoing training, support, and guidance for the Professional Growth and Effectiveness System and other professional learning to improve the quality of their performance.

Measurable Objective 1:

collaborate to ensure that all teachers and administrators are trained and coached in the Kentucky Framework for Teaching and PGES by 05/06/2016 as measured by the training and guidance provided during this PGES phase.

Strategy1:

District Cadres and Academies - Greenup County District Central Office Administration will provide instructional sessions for teachers and administrators to update teaching skills.

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Category: Continuous Improvement

Research Cited:

Activity - Cadres	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and principal receive training and support at several pertinent learning academies throughout the year from district administrators: grade level, curriculum, Writing for K - 3, KAGAN, Brigance Analysis, Program Review Components, Technology, Goal Setting, Project Approach, resources, techniques, observing, and use of data, among others, in an effort to more effectively provide instruction.	Professional Learning	09/03/2015	03/30/2016	\$0 - District Funding	District Administrators

Activity - PGES Training Sessions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, principal, and other school administrators will receive ongoing training, guidance and support in TPGES and PPGES provided by central office administration.	Professional Learning	08/04/2015	05/06/2016	\$0 - District Funding	District Administrators

Strategy2:

CIITS Implementation - Teachers will maintain professional learning on the use of CIITS as needed in order to fully implement the website to improve reading, mathematics, writing, arts and humanities, practical living/career studies, all areas in K - 3, science, social studies, health and nutrition, and global competency instruction. Every teacher will create lessons and units of study based on Kentucky Core Academic Standards (KCAS), using aligned instructional resources, assessments, and student data. Teachers will also create assessments in CIITS for ELA and math.

Category: Continuous Improvement

Research Cited: CIITS is a state-wide initiative with research based resources from PD 360, KET, Thinkfinity, and other stakeholders.

Activity - CIITS Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Educator Development System to view CIITS training videos for deeper understanding of CIITS functionality. The district level CIITS coordinator will provide professional learning to teachers and administrators for several new resources available on CIITS as well as for new teachers.	Professional Learning	08/06/2015	05/06/2016	\$0 - No Funding Required	Principal, Certified Staff

Strategy3:

Professional learning - There will be a school wide Professional Learning Opportunity at Argillite Elementary every other Monday after school..

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Learning Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
AES will offer professional learning opportunities after school every other Monday throughout the 2015 - 2016 year. Sessions include: Needs Assessment, Program Review Components, Technology, RTI, Assessments, Leader In Me, Data Analysis, Addressing Achievement Gaps, various Curriculum, and sharing of effective ideas, strategies, and techniques.	Professional Learning	08/10/2015	05/02/2016	\$0 - No Funding Required	Principal and Certified

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	Grant money provided by FRYSC is utilized for Parent Involvement, title 1 funds are used to integrate early interventions with the Earobics technology program, skill books, one-on-one assistance and reinforcement as needed, and instructional supplies. The McKinney-Vento Program provides transition to proficiency tutoring. We utilize IDEA, Title VI, SEEK allocated funds, and PTO money along with community provided funding.	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	Some are: FRYSC, Title 1, district funds, IDEA, PTO	