



Comprehensive School Improvement Plan

Goose Rock Elementary
Clay County

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Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:	I acknowledge that I have uploaded the School Equity Data.		2016-2017

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

According to our school data from the Equity Diagnostic 85% of our students receive free/reduced lunch which shows the poverty level in our school. We have 23% of our students that have some type of disability. The Equity Diagnostic also showed that 89% of teachers in our building have four or more years experience. Due to this we seem to have very equitable access to effective educators. We also feel that the overall attendance for the school year 2015-16, which was 88.94 % is a noteworthy data point that could have attributed to our novice and apprentice percentages.

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

The PGES data states that all teachers are effective although we do have a 10% teacher turnover rate. The categories we attribute this to were placement of teachers, new teacher hires, and teachers perception of their profession.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		GRE Equity Goals 2016-17

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

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

OR

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

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

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$500 - Title I Part D	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach

Strategy2:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Terry Holliday

Category: Continuous Improvement

Research Cited:

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Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	12/01/2018	\$1500 - Race to the Top	Mr. Combs, Lisa Thompson

Activity - Lesson Plans and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Certified Staff

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Mr. Jerry Combs, Lisa Thompson

Strategy3:

School Culture - Staff will work together to create a positive school culture.

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS will be implemented to improve interactions between staff and students and our overall school culture.	Behavioral Support Program	08/01/2016	12/01/2018	\$2000 - General Fund	All staff, Jerry Combs, Lisa Thompson

Strategy4:

Core Content - Core Content will be rigorously taught to mastery

Category: Continuous Improvement

Research Cited:

Activity - District pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	12/01/2018	\$500 - General Fund	All teachers, Jerry Combs, Lisa Thompson

Strategy5:

Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Research Cited:

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Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Heather Fultz, Classroom teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Strategy6:

Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Research Cited:

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Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 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 41.5 % to 49.8% by 12/01/2018 as measured by K-PREP.

Strategy1:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

Research Cited:

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K.Stubblefield, M. Smith

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson

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Goal 3:

Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Research Cited:

Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	12/01/2018	\$200 - Race to the Top	Jerry Combs, Principal

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Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	12/01/2018	\$0 - No Funding Required	Central Office Staff, Principal

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	12/01/2018	\$700 - Race to the Top	Jerry Combs, Principal

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Goal 4:

Decrease the number of students scoring novice in reading and math by 25% by 2021.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Mathematics by 05/27/2016 as measured by K-PREP.

Strategy1:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Jerry Combs, Principal Lisa Thompson, Instructional Coach/SBDM Teacher Member Dianna Hollen, Teacher/SBDM Teacher Member
Kim Stubblefield, Reading Recover/Parent Stacy Eversole, SBDM Parent Member

Relationship Building

Overall Rating: 3.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

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

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

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

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

Communications

Overall Rating: 3.14

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

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

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

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

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

Decision Making

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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

Advocacy

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

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

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

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

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

Learning Opportunities

Overall Rating: 2.17

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

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

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

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

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

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

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

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

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

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

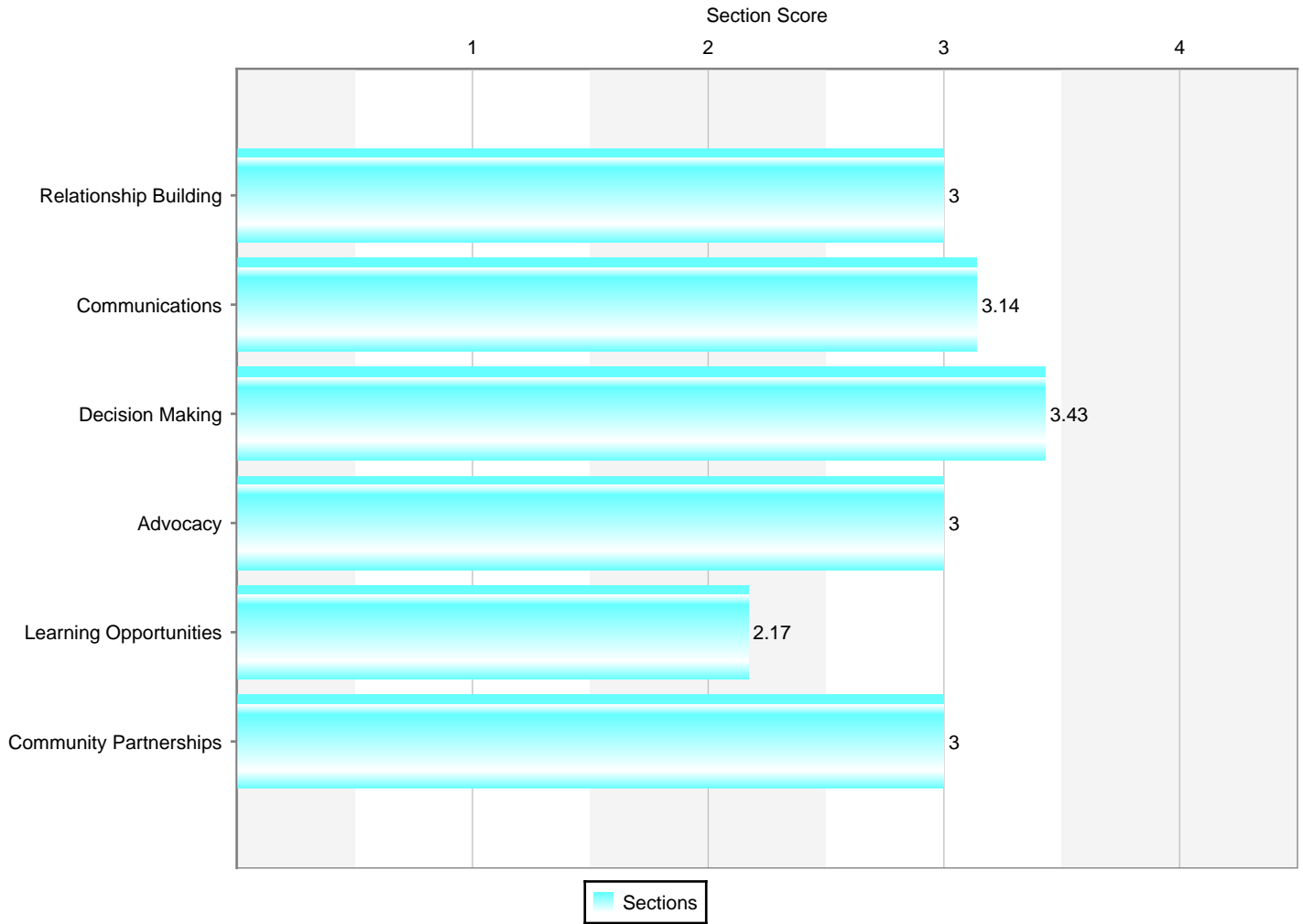
Reflection

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

One area of strength was building relationships. Another area of strength was our communication with our parents. To sustain the areas of building relationships we will continue to make every effort to form early relationships with new students and parents. We will also try to maintain good working relationships with all students, parents, or guardians by keeping them informed and up-to-date through open house, parent contact logs (on which we will document all parental contacts by phone, email, meetings, etc.). The area that we need the most improvement in was Community Partnerships. To improve our Community Partnerships we will make efforts to inform our community stakeholders about student achievement, student expectations, and keep the community informed of ways that they can be of assistance to our students and parents.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

PLC's and staff meetings were utilized to inform GRE Stakeholder's of their individual roles and each individual was placed in a group based on a subject area of the K-PREP. There was a reading, math, social studies, science, and writing team. Meetings for each team were scheduled based on each teacher's planning time and PLC time.

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

The following representations made up the stakeholder groups that participated in the development of the improvement plan; teachers, parents, classified staff, and resource center director. Each individual was required to analyze data for their subject area or area of need looking for gaps and ways that we may be able to easily increase our scores and make the most impact for our student's achievement. Then each group met and compared their findings and discussed ways to improve that area. Each group was required to present their findings at a staff meeting and site-base meetings.

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

Through site base meetings, staff, and PLC meetings all GRE stakeholders will receive monthly updates on the progress we are making toward meeting our Comprehensive School Improvement Plan Goals.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Using the data and information provided we are trying to tell which areas we met our delivery targets and if we met our Annual Measurable Objective (AMO). We are also trying to determine what our strengths and weaknesses are according to the data.

The data tells us that we met all our delivery targets in Reading and Math for 2015-2016. We also met our delivery target in writing for 2015-2016. Also, we did meet our Annual Measurable Objective (AMO) for 2015-2016! We did not meet our delivery target in Social Studies.

The 2015-2016 data showed that one strength was sixth grade had 48.5% of students scoring proficient in reading. Another strength was third grade reading with 46.9% of students scoring proficient in reading. We also had 53.1% of third grade students and 44.4% of fifth graders scoring proficient in math. Another area of strength according to K-PREP was sixth grade writing with 60.6% of students scoring proficient.

According to K-PREP our biggest weakness was fourth grade, with 30.3% novice in reading and 33.3% novice in math. Another weakness was fourth grade language mechanics at 27.3% novice. Also, fifth grade scored 27.8% novice in reading which was another weakness.

The data/information does not tell us what factors attributed to the high percentages of novice in fourth and fifth grade reading, fourth grade math, and fourth grade language mechanics.

Areas of Strengths

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

The 2015-2016 data showed that one strength was sixth grade had 48.5% of students scoring proficient in reading. Another strength was third grade reading with 46.9% of students scoring proficient in reading. We also had 53.1% of third grade students and 44.4% of fifth graders scoring proficient in math. Another area of strength according to K-PREP was sixth grade writing with 60.6% of students scoring proficient.

To sustain the areas of strength they are receiving additional pull out time for struggling reading and math students that scored novice and apprentice on the K-PREP. We also implemented the computer program iReady for reading and math for all students in grades 3-6. We went from a focus school to a distinguished/progressing school! We exceeded our AMO and met all delivery targets except in Social Studies. We reduced our percentages of novice in all grades in reading and math. Also, third grade had 6.3% novice in math and fifth grade had 5.6% novice in math. Fifth grade writing had only 5.6% novice. These are all things to celebrate.

Opportunities for Improvement

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

We need to reduce our percentage of students scoring novice in fourth grade reading, math, and language mechanics. Also, we need to decrease the number of students scoring novice in reading for grades fifth and sixth. After desecrating the data we determined that we have an achievement gender gap in social studies with 11.1% of our males scored novice versus 0% of females.

We bought the new iReady Computer Program for grades 3-6 math and reading. We feel that this will help not only our math and reading scores, but also by improving our reading comprehension we will help close the male/female gap in Social Studies.

Conclusion

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

We will continue to utilize all staff in order to provide additional pull out time for students scoring novice and apprentice on the K-PREP. Also, we will utilize the computer lab to provide additional support to all students in grades 3-6 by using the iReady Program.

Plan for Closing the Achievement Gap 2016-2017

Overview

Plan Name

Plan for Closing the Achievement Gap 2016-2017

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017	Objectives: 1 Strategies: 9 Activities: 20	Organizational	\$33600
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$33500
3	Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$900
4	Decrease the number of students scoring novice in reading and math by 25% by 2021.	Objectives: 2 Strategies: 3 Activities: 9	Academic	\$2100

Goal 1: Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy 1:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Terry Holliday

Category: Continuous Improvement

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	06/30/2017	\$1500	Race to the Top	Mr. Combs, Lisa Thompson
Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Mr. Jerry Combs, Lisa Thompson
Activity - Lesson Plans and Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	06/30/2015	\$0	No Funding Required	Certified Staff

Strategy 2:

RTI/KSI - RTI Teams will meet to analyze academic and behavioral data for the school.

Category: Continuous Improvement

Activity - Computer Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The computer labs will utilize programs to give immediate interventions to students to ensure mastery before end of grade level.	Academic Support Program	12/01/2015	06/30/2016	\$2000	General Fund	Sarah Bowling, SJ Smith Jerry Combs Classroom teachers
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Strategy 3:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	06/30/2017	\$0	No Funding Required	Amber Bowling, Sarah Bowling, Nathan Hubbard

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	06/30/2017	\$23000	Grant Funds	Nannie Mae Lumpkin

Strategy 4:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Category: Stakeholder Engagement

Activity - Reading Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading. The librarian and Save-the Children Coordinator will facilitate a fun filled reading activity night that encourages parent participation.	Parent Involvement	01/07/2014	06/30/2017	\$0	No Funding Required	Emily Jackson, Jennifer Crockett

Activity - Parent/Student Communications	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology such as school messenger, school website, letters and Infinite campus parent portal will be used to increase involvement between parent and school.	Parent Involvement	12/01/2015	06/27/2016	\$1000	General Fund	Heather Fultz, Jerry Combs, Classroom Teachers

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Strategy 5:

Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard
Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers
Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach
Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	06/30/2017	\$0	No Funding Required	Dawn Hibbard

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Activity - Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$1100	District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Strategy 6:

Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	06/30/2017	\$0	No Funding Required	Program Review Lead Lisa Thompson, Building Assessment Coordinator

Activity - Guest Artisans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/03/2015	05/20/2016	\$2000	Other	Promise Neighborhood Emily Jackson and Dean Cornett

Activity - Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	05/20/2016	\$0	No Funding Required	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith

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Strategy 7:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	06/30/2017	\$0	No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$500	Title I Part D	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach

Strategy 8:

Core Content - Core Content will be rigorously taught to mastery

Category: Continuous Improvement

Activity - District pacing guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	06/30/2017	\$500	General Fund	All teachers, Jerry Combs, Lisa Thompson

Strategy 9:

School Culture - Staff will work together to create a positive school culture.

Category: Continuous Improvement

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PBIS will be implemented to improve interactions between staff and students and our overall school culture.	Behavioral Support Program	08/01/2016	06/30/2017	\$2000	General Fund	All staff, Jerry Combs, Lisa Thompson
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Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 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 41.5 % to 49.8% by 05/11/2015 as measured by K-PREP.

Strategy 1:

Interventions for Reading - Students in grades K-6 scoring in the 40th percentile or below will receive reading intervention.

Category: Learning Systems

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 20th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	06/30/2017	\$500	Other	Kim Stubblefield, Palma Ferrell, Jennie Hooker, D. Sizemore, S. Bowling

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	06/30/2017	\$500	Other	Kim Stubblefield

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	06/30/2017	\$0	No Funding Required	Richard Combs, Paul Hughes

Strategy 2:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Category: Learning Systems

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Activity - Moby Max	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades 3-6 will use Moby Max daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	06/30/2017	\$4000	General Fund	Shirley Joe Smith, Sarah Bowling
Activity - Math Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive in-school math tutoring in grades 3-4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	06/30/2017	\$28000	Other	Nathan Hubbard, Mary Napier

Strategy 3:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	Jerry Combs, Lisa Thompson
Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	L. Thompson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K.Stubblefield, M. Smith

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	06/30/2017	\$0	No Funding Required	Jerry Combs, Principal
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	08/07/2015	05/20/2016	\$500	Other	Promise Neighborhood Staff Heather Bowling, FRYSC Director

Goal 3: Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy 1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	06/30/2016	\$0	No Funding Required	Central Office Staff, Principal
Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	06/30/2016	\$0	No Funding Required	Jerry Combs, Principal
Activity - Student Growth	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	06/30/2016	\$0	No Funding Required	Jerry Combs, Principal
Activity - Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	06/30/2016	\$0	No Funding Required	Jerry Combs, Principal
Activity - Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	06/30/2016	\$0	No Funding Required	Jerry Combs, Principal
Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	06/30/2016	\$200	Race to the Top	Jerry Combs, Principal
Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	06/30/2017	\$700	Race to the Top	Jerry Combs, Principal
Activity - Webcasts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	06/30/2016	\$0	No Funding Required	Jerry Combs, Principal

Goal 4: Decrease the number of students scoring novice in reading and math by 25% by 2021.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Reading by 05/27/2016 as measured by K-PREP.

(shared) Strategy 1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including:

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Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

(shared) Strategy 2:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Strategy 3:

Literacy Initiative - Teachers will have an uninterrupted blocks of daily instruction to maximize instruction.

Category: Continuous Improvement

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, A. Bowling, J. Crockett, J. Ledford, D. Sizemore, J. Hooker, N. Hubbard
Activity - Support Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers
Activity - Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	06/30/2017	\$0	No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach
Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	06/30/2017	\$0	No Funding Required	Dawn Hibbard
Activity - Performance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$1100	District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

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Activity - 3rd grade literature	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional literacy pieces will be added to the 3rd grade reading program, with an emphasis on literary and informational reading pieces.	Academic Support Program	08/03/2015	06/30/2016	\$1000	Text Books	Principal and 3rd grade teacher

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Mathematics by 05/27/2016 as measured by K-PREP.

(shared) Strategy 1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Activity - Instructional Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

(shared) Strategy 2:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

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

Goose Rock Elementary

Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	06/30/2017	\$0	No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performance	Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$1100	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator
Performance	Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$1100	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator
Total					\$2200	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
3rd grade literature	Additional literacy pieces will be added to the 3rd grade reading program, with an emphasis on literary and informational reading pieces.	Academic Support Program	08/03/2015	06/30/2016	\$1000	Principal and 3rd grade teacher
Total					\$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS	PBIS will be implemented to improve interactions between staff and students and our overall school culture.	Behavioral Support Program	08/01/2016	06/30/2017	\$2000	All staff, Jerry Combs, Lisa Thompson
Parent/Student Communications	Technology such as school messenger, school website, letters and Infinite campus parent portal will be used to increase involvement between parent and school.	Parent Involvement	12/01/2015	06/27/2016	\$1000	Heather Fultz, Jerry Combs, Classroom Teachers

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Computer Interventions	The computer labs will utilize programs to give immediate interventions to students to ensure mastery before end of grade level.	Academic Support Program	12/01/2015	06/30/2016	\$2000	Sarah Bowling, SJ Smith Jerry Combs Classroom teachers
Moby Max	Students in grades 3-6 will use Moby Max daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	12/03/2012	06/30/2017	\$4000	Shirley Joe Smith, Sarah Bowling
District pacing guides	Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	06/30/2017	\$500	All teachers, Jerry Combs, Lisa Thompson
Total					\$9500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum	Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	06/30/2017	\$0	Jerry Combs, Principal Lisa Thompson, Instructional Coach
Observations	Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	06/30/2016	\$0	Jerry Combs, Principal
Intermediate Reading Block	Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	06/30/2017	\$0	Dawn Hibbard
Lesson Plans and Resources	Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	06/30/2015	\$0	Certified Staff
Professional Development	Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	06/30/2017	\$0	Jerry Combs, Lisa Thompson, Shirley Joe Smith
Certified Evaluation Plan	Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	06/30/2016	\$0	Central Office Staff, Principal

Comprehensive School Improvement Plan

Goose Rock Elementary

Primary Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	06/30/2017	\$0	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard
Student Growth	All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	06/30/2016	\$0	Jerry Combs, Principal
Webcasts	Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	06/30/2016	\$0	Jerry Combs, Principal
Grade Level Meetings	These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	06/30/2017	\$0	L. Thompson, S. Bowling, W. Holland, G. Smith, J. Crockett, D. Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K. Stubblefield, M. Smith
Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	06/30/2017	\$0	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers
Feedback	Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	06/30/2016	\$0	Jerry Combs, Principal

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Non-Cognitive Data	Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	06/30/2017	\$0	Jerry Combs, Principal
Analyzing Student Data	Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	06/30/2017	\$0	Mr. Jerry Combs, Lisa Thompson
Intermediate Reading Block	Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	06/30/2017	\$0	Dawn Hibbard
Collaboration	Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	05/20/2016	\$0	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith
Professional Development	Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	06/30/2017	\$0	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling
Reading Family Night	School will provide 2 family nights per year to encourage parental involvement in reading. The librarian and Save-the-Children Coordinator will facilitate a fun filled reading activity night that encourages parent participation.	Parent Involvement	01/07/2014	06/30/2017	\$0	Emily Jackson, Jennifer Crockett
Primary Reading Block	K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	06/30/2017	\$0	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, A. Bowling, J. Crockett, J. Ledford, D. Sizemore, J. Hooker, N. Hubbard
PLC Meetings	The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	06/30/2017	\$0	Jerry Combs, Lisa Thompson

Comprehensive School Improvement Plan

Goose Rock Elementary

Kindergarten Screener	Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	06/30/2017	\$0	Amber Bowling, Sarah Bowling, Nathan Hubbard
Self Reflection and Professional Growth Plan	Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	06/30/2016	\$0	Jerry Combs, Principal
Curriculum	Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	06/30/2017	\$0	Jerry Combs, Principal Lisa Thompson, Instructional Coach
Instructional Program	The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	06/30/2017	\$0	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling
Rubrics	Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	06/30/2017	\$0	Program Review Lead Lisa Thompson, Building Assessment Coordinator
Corrective Reading	Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	06/30/2017	\$0	Richard Combs, Paul Hughes
Curriculum	Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	06/30/2017	\$0	Jerry Combs, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

Comprehensive School Improvement Plan

Goose Rock Elementary

Support Block	During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	06/30/2017	\$0	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers
Total					\$0	

Title I Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	06/30/2017	\$500	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach
Total					\$500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ESSS Coordinator	Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	06/30/2017	\$23000	Nannie Mae Lumpkin
Total					\$23000	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observation	Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	06/30/2016	\$200	Jerry Combs, Principal
Certification/Calibration	Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	06/30/2017	\$700	Jerry Combs, Principal

Comprehensive School Improvement Plan

Goose Rock Elementary

Improve Student Performance and Instructional Practices	Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	06/30/2017	\$1500	Mr. Combs, Lisa Thompson
Total					\$2400	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery	Grades K-4 may be provided reading mastery if they scored in the 20th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	06/30/2017	\$500	Kim Stubblefield, Palma Ferrell, Jennie Hooker, D. Sizemore, S. Bowling
Reading Recovery	The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	06/30/2017	\$500	Kim Stubblefield
Guest Artisans	Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/03/2015	05/20/2016	\$2000	Promise Neighborhood Emily Jackson and Dean Cornett
Math Tutoring	Students will receive in-school math tutoring in grades 3-4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	06/30/2017	\$28000	Nathan Hubbard, Mary Napier
Parental Involvement	Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	08/07/2015	05/20/2016	\$500	Promise Neighborhood Staff Heather Bowling, FRYSC Director
Total					\$31500	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	Yes, our school conducted a comprehensive needs assessment which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	

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

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

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

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

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

Comprehensive School Improvement Plan

Goose Rock Elementary

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

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

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

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

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

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

Comprehensive School Improvement Plan

Goose Rock Elementary

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	No we did not plan targeted assistance activities because we are a Title 1 School.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Yes, the school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Yes, the school planned activities to coordinate and integrate with other federal, state, and local programs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	No, the school did not plan or develop strategies to monitor and evaluate the success of targeted assistance activities with the identified students because we are a Title 1 School.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Yes, the school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	Yes, the school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	

Comprehensive School Improvement Plan

Goose Rock Elementary

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	No	No, the school did not incorporate the eight Targeted Assistance Planning components into the existing school improvement planning process because we are a Title 1 School.	

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

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

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

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

Comprehensive School Improvement Plan

Goose Rock Elementary

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	Yes, the school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	

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

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes	Yes, the school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes	Yes, the school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	

Comprehensive School Improvement Plan

Goose Rock Elementary

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Yes, the school met its cap size requirements without using Title I funds.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Yes, the school met its cap size requirements without using Title II funds.	

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$500 - Title I Part D	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

Strategy2:

Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Heather Fultz, Classroom teachers

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard

Strategy3:

Core Content - Core Content will be rigorously taught to mastery

Category: Continuous Improvement

Research Cited:

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Activity - District pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	12/01/2018	\$500 - General Fund	All teachers, Jerry Combs, Lisa Thompson

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 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 41.5 % to 49.8% by 12/01/2018 as measured by K-PREP.

Strategy1:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

Research Cited:

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	08/07/2015	12/01/2018	\$500 - Other	Promise Neighborhood Staff Janine Morgan, FRYSC Director

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K.Stubblefield, M. Smith

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Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson

Goal 3:

Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Research Cited:

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	12/01/2018	\$200 - Race to the Top	Jerry Combs, Principal

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

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Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	12/01/2018	\$0 - No Funding Required	Central Office Staff, Principal

Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	12/01/2018	\$700 - Race to the Top	Jerry Combs, Principal

Goal 4:

Decrease the number of students scoring novice in reading and math by 25% by 2021.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Reading by 05/27/2016 as measured by K-PREP.

Strategy1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

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Category: Continuous Improvement

Research Cited:

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

Strategy2:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Mathematics by 05/27/2016 as measured by K-PREP.

Strategy1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

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Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Strategy2:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

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

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

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Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$500 - Title I Part D	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach

Strategy2:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Student Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology such as school messenger, school website, letters and Infinite campus parent portal will be used to increase involvement between parent and school.	Parent Involvement	12/01/2015	12/01/2018	\$1000 - General Fund	Heather Fultz, Jerry Combs, Classroom Teachers

Activity - Reading Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading. The librarian and Save-the Children Coordinator will facilitate a fun filled reading activity night that encourages parent participation.	Parent Involvement	01/07/2014	12/01/2018	\$0 - No Funding Required	Emily Jackson, Jennifer Crockett

Strategy3:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	12/01/2018	\$0 - No Funding Required	Amber Bowling, Sarah Bowling, Nathan Hubbard

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	12/01/2018	\$23000 - Grant Funds	Nannie Mae Lumpkin

Strategy4:

SY 2016-2017

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Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Research Cited:

Activity - Guest Artisans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/03/2015	12/01/2018	\$2000 - Other	Promise Neighborhood Emily Jackson and Dean Cornett

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Program Review Lead Lisa Thompson, Building Assessment Coordinator

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith

Strategy5:

RTI/KSI - RTI Teams will meet to analyze academic and behavioral data for the school.

Category: Continuous Improvement

Research Cited:

Activity - Computer Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer labs will utilize programs to give immediate interventions to students to ensure mastery before end of grade level.	Academic Support Program	12/01/2015	12/01/2018	\$2000 - General Fund	Sarah Bowling, SJ Smith Jerry Combs Classroom teachers

Strategy6:

School Culture - Staff will work together to create a positive school culture.

Category: Continuous Improvement

Research Cited:

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Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS will be implemented to improve interactions between staff and students and our overall school culture.	Behavioral Support Program	08/01/2016	12/01/2018	\$2000 - General Fund	All staff, Jerry Combs, Lisa Thompson

Strategy7:

Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Research Cited:

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Heather Fultz, Classroom teachers

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard

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Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Strategy8:

Core Content - Core Content will be rigorously taught to mastery

Category: Continuous Improvement

Research Cited:

Activity - District pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	12/01/2018	\$500 - General Fund	All teachers, Jerry Combs, Lisa Thompson

Strategy9:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Terry Holliday

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plans and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Certified Staff

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Mr. Jerry Combs, Lisa Thompson

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	12/01/2018	\$1500 - Race to the Top	Mr. Combs, Lisa Thompson

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 to 66.5% in 2017.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 41.5 % to 49.8% by 12/01/2018 as measured by K-PREP.

Strategy1:

Interventions for Reading - Students in grades K-6 scoring in the 20th percentile or below will receive reading intervention.

Category: Learning Systems

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	12/01/2018	\$500 - Other	Kim Stubblefield

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 20th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	12/01/2018	\$500 - Other	Kim Stubblefield, Palma Ferrell, Jennie Hooker, D. Sizemore, S. Bowling

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	12/01/2018	\$0 - No Funding Required	Heather Fultz

Strategy2:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Category: Learning Systems

Research Cited:

Activity - iReady	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Moby Max daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	09/05/2016	12/01/2018	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling

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Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school math tutoring in grades 3-4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	12/01/2018	\$28000 - Other	Nathan Hubbard, Mary Napier

Strategy3:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

Research Cited:

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	08/07/2015	12/01/2018	\$500 - Other	Promise Neighborhood Staff Janine Morgan, FRYSC Director

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, W. Holland, G. Smith, J.Crockett, D.Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K.Stubblefield, M. Smith

Goal 3:

Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

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collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Research Cited:

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	12/01/2018	\$700 - Race to the Top	Jerry Combs, Principal

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

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Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	12/01/2018	\$0 - No Funding Required	Central Office Staff, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	12/01/2018	\$200 - Race to the Top	Jerry Combs, Principal

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Goal 4:

Decrease the number of students scoring novice in reading and math by 25% by 2021.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Mathematics by 05/27/2016 as measured by K-PREP.

Strategy1:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Strategy2:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Reading by 05/27/2016 as measured by K-PREP.

Strategy1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Strategy2:

Literacy Initiative - Teachers will have an uninterrupted blocks of daily instruction to maximize instruction.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, A. Bowling, J. Crockett, J. Ledford, D. Sizemore, J. Hooker, N. Hubbard

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Activity - 3rd grade literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional literacy pieces will be added to the 3rd grade reading program, with an emphasis on literary and informational reading pieces.	Academic Support Program	08/03/2015	12/01/2018	\$1000 - Text Books	Principal and 3rd grade teacher

Strategy3:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

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Goose Rock Elementary

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

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

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	12/01/2018	\$0 - No Funding Required	Amber Bowling, Sarah Bowling, Nathan Hubbard

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	12/01/2018	\$23000 - Grant Funds	Nannie Mae Lumpkin

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

Goal 1:

SY 2016-2017

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Comprehensive School Improvement Plan

Goose Rock Elementary

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	12/01/2018	\$0 - No Funding Required	Amber Bowling, Sarah Bowling, Nathan Hubbard

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	12/01/2018	\$23000 - Grant Funds	Nannie Mae Lumpkin

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

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

School Culture - Staff will work together to create a positive school culture.

Category: Continuous Improvement

Research Cited:

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Goose Rock Elementary

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS will be implemented to improve interactions between staff and students and our overall school culture.	Behavioral Support Program	08/01/2016	12/01/2018	\$2000 - General Fund	All staff, Jerry Combs, Lisa Thompson

Strategy2:

Core Content - Core Content will be rigorously taught to mastery

Category: Continuous Improvement

Research Cited:

Activity - District pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	12/01/2018	\$500 - General Fund	All teachers, Jerry Combs, Lisa Thompson

Strategy3:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	12/01/2018	\$23000 - Grant Funds	Nannie Mae Lumpkin

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	12/01/2018	\$0 - No Funding Required	Amber Bowling, Sarah Bowling, Nathan Hubbard

Strategy4:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$500 - Title I Part D	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach

Strategy5:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Student Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology such as school messenger, school website, letters and Infinite campus parent portal will be used to increase involvement between parent and school.	Parent Involvement	12/01/2015	12/01/2018	\$1000 - General Fund	Heather Fultz, Jerry Combs, Classroom Teachers

Activity - Reading Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading. The librarian and Save-the Children Coordinator will facilitate a fun filled reading activity night that encourages parent participation.	Parent Involvement	01/07/2014	12/01/2018	\$0 - No Funding Required	Emily Jackson, Jennifer Crockett

Strategy6:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Terry Holliday

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Lesson Plans and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Certified Staff

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	12/01/2018	\$1500 - Race to the Top	Mr. Combs, Lisa Thompson

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Mr. Jerry Combs, Lisa Thompson

Strategy7:

Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Research Cited:

Activity - Guest Artisans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/03/2015	12/01/2018	\$2000 - Other	Promise Neighborhood Emily Jackson and Dean Cornett

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Program Review Lead Lisa Thompson, Building Assessment Coordinator

Strategy8:

SY 2016-2017

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Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Research Cited:

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Heather Fultz, Classroom teachers

Strategy9:

RTI/KSI - RTI Teams will meet to analyze academic and behavioral data for the school.

Category: Continuous Improvement

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Research Cited:

Activity - Computer Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer labs will utilize programs to give immediate interventions to students to ensure mastery before end of grade level.	Academic Support Program	12/01/2015	12/01/2018	\$2000 - General Fund	Sarah Bowling, SJ Smith Jerry Combs Classroom teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 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 41.5 % to 49.8% by 12/01/2018 as measured by K-PREP.

Strategy1:

Interventions for Reading - Students in grades K-6 scoring in the 20th percentile or below will receive reading intervention.

Category: Learning Systems

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	12/01/2018	\$500 - Other	Kim Stubblefield

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	12/01/2018	\$0 - No Funding Required	Heather Fultz

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 20th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	12/01/2018	\$500 - Other	Kim Stubblefield, Palma Ferrell, Jennie Hooker, D. Sizemore, S. Bowling

Strategy2:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

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Research Cited:

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	08/07/2015	12/01/2018	\$500 - Other	Promise Neighborhood Staff Janine Morgan, FRYSC Director

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, W. Holland, G. Smith, J. Crockett, D. Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K. Stubblefield, M. Smith

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson

Strategy3:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Category: Learning Systems

Research Cited:

Activity - iReady	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Moby Max daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	09/05/2016	12/01/2018	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling

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Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school math tutoring in grades 3-4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	12/01/2018	\$28000 - Other	Nathan Hubbard, Mary Napier

Goal 3:

Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Research Cited:

Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	12/01/2018	\$700 - Race to the Top	Jerry Combs, Principal

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	12/01/2018	\$0 - No Funding Required	Central Office Staff, Principal

Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	12/01/2018	\$200 - Race to the Top	Jerry Combs, Principal

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Goal 4:

Decrease the number of students scoring novice in reading and math by 25% by 2021.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Mathematics by 05/27/2016 as measured by K-PREP.

Strategy1:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Strategy2:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Reading by 05/27/2016 as measured by K-PREP.

Strategy1:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

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Strategy2:

Literacy Initiative - Teachers will have an uninterrupted blocks of daily instruction to maximize instruction.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, A. Bowling, J. Crockett, J. Ledford, D. Sizemore, J. Hooker, N. Hubbard

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers

Activity - 3rd grade literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional literacy pieces will be added to the 3rd grade reading program, with an emphasis on literary and informational reading pieces.	Academic Support Program	08/03/2015	12/01/2018	\$1000 - Text Books	Principal and 3rd grade teacher

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Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Strategy3:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Research Cited:

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Program Review Lead Lisa Thompson, Building Assessment Coordinator

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Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith

Activity - Guest Artisans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/03/2015	12/01/2018	\$2000 - Other	Promise Neighborhood Emily Jackson and Dean Cornett

Strategy2:

School Readiness - Identify early childhood providers, families and community members to ensure all children experience effective transitions to school entry.

Category: Early Learning

Research Cited:

Activity - Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all kindergarteners at school entry with common statewide screener (BRIGANCE) and the Elgin Screener.	Academic Support Program	08/23/2013	12/01/2018	\$0 - No Funding Required	Amber Bowling, Sarah Bowling, Nathan Hubbard

Activity - ESSS Coordinator	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coordinator hosts a Parent/Child group meeting monthly. She has storytelling, key message, activities, and food for parents and children birth through 5 years of age. The coordinator also visits pregnant mothers and children birth to age 3.	Parent Involvement	08/08/2012	12/01/2018	\$23000 - Grant Funds	Nannie Mae Lumpkin

Strategy3:

Literacy Initiative - Teachers will have uninterrupted blocks of instruction daily to maximize instruction.

Category: Continuous Improvement

Research Cited:

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Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, P. Ferrell, A. Bowling, J. Crockett, L. Miller, D. Sizemore, J. Hooker, N. Hubbard

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Heather Fultz, Classroom teachers

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Strategy4:

Core Content - Core Content will be rigorously taught to mastery

Category: Continuous Improvement

Research Cited:

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Activity - District pacing guides	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will following district pacing guides to rigorously teach core content to mastery.	Academic Support Program	12/01/2015	12/01/2018	\$500 - General Fund	All teachers, Jerry Combs, Lisa Thompson

Strategy5:

Math Initiative - Mathematics Core Program is Envisions Math for K-6. All curriculum has been aligned to Kentucky Core Academic Standards.

Category: Continuous Improvement

Research Cited:

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS for Math and Standards for Mathematical Practices and curriculum adjustments and improvements. Curriculum is research based and aligned to KCAS. The principal and instructional coach will monitor daily through classroom observations and walk throughs. Data notebooks and curriculum notebooks are required to be highlighted and dated for all academic subjects.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach Kristi Woods, District Math Coach

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participate in aligned, research-based professional learning focused on math content, student behavior such as PBIS, practices, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$500 - Title I Part D	Jerry Combs, Principal Kristi Woods, District Math Coach Lisa Thompson, Coach

Strategy6:

RTI/KSI - RTI Teams will meet to analyze academic and behavioral data for the school.

Category: Continuous Improvement

Research Cited:

Activity - Computer Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The computer labs will utilize programs to give immediate interventions to students to ensure mastery before end of grade level.	Academic Support Program	12/01/2015	12/01/2018	\$2000 - General Fund	Sarah Bowling, SJ Smith Jerry Combs Classroom teachers

Strategy7:

Parental Involvement - We will use this strategy to encourage more involvement from parents in their child's education. This will also be a way to show parents the importance of daily attendance and the effect it has on student achievement.

Category: Stakeholder Engagement

Research Cited:

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Activity - Reading Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will provide 2 family nights per year to encourage parental involvement in reading. The librarian and Save-the Children Coordinator will facilitate a fun filled reading activity night that encourages parent participation.	Parent Involvement	01/07/2014	12/01/2018	\$0 - No Funding Required	Emily Jackson, Jennifer Crockett

Activity - Parent/Student Communications	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Technology such as school messenger, school website, letters and Infinite campus parent portal will be used to increase involvement between parent and school.	Parent Involvement	12/01/2015	12/01/2018	\$1000 - General Fund	Heather Fultz, Jerry Combs, Classroom Teachers

Strategy8:

CIITS - "The Continuous Instructional Improvement Technology System (CIITS) will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership." Terry Holliday

Category: Continuous Improvement

Research Cited:

Activity - Lesson Plans and Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use CIITS for instructional planning, creation and sharing of instructional resources, and analysis of data and reporting.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Certified Staff

Activity - Improve Student Performance and Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders share effective uses of CIITS for improving instructional practices and student engagement for continuous improvement .	Academic Support Program	01/07/2014	12/01/2018	\$1500 - Race to the Top	Mr. Combs, Lisa Thompson

Activity - Analyzing Student Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders, Building Administration and Central Office Staff, will use CIITS for analyzing student data and school wide instructional improvements.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Mr. Jerry Combs, Lisa Thompson

Strategy9:

School Culture - Staff will work together to create a positive school culture.

Category: Continuous Improvement

Research Cited:

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Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS will be implemented to improve interactions between staff and students and our overall school culture.	Behavioral Support Program	08/01/2016	12/01/2018	\$2000 - General Fund	All staff, Jerry Combs, Lisa Thompson

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2013-14 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 41.5 % to 49.8% by 12/01/2018 as measured by K-PREP.

Strategy1:

Interventions for Reading - Students in grades K-6 scoring in the 20th percentile or below will receive reading intervention.

Category: Learning Systems

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The lowest 20% of first grade students, according to reading MAP assessment, will receive the observation survey. The lowest scoring 8 will receive reading recovery.	Academic Support Program	08/20/2012	12/01/2018	\$500 - Other	Kim Stubblefield

Activity - Reading Mastery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grades K-4 may be provided reading mastery if they scored in the 20th percentile or below according to the reading MAP assessment.	Academic Support Program	08/13/2012	12/01/2018	\$500 - Other	Kim Stubblefield, Palma Ferrell, Jennie Hooker, D. Sizemore, S. Bowling

Activity - Corrective Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 5th- 6th grades scoring in the 40th percentile may receive corrective reading.	Academic Support Program	10/01/2012	12/01/2018	\$0 - No Funding Required	Heather Fultz

Strategy2:

Best Practice - Teachers will work collaboratively to analyze student achievement by gap groups, relative to state (KPREP) and school/district assessments systems.

Category: Continuous Improvement

Research Cited:

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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research parental involvement strategies to determine what Parent Involvement strategies will be used and develop a plan to effectively accelerate or increase parent involvement.	Parent Involvement	08/07/2015	12/01/2018	\$500 - Other	Promise Neighborhood Staff Janine Morgan, FRYSC Director

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PLC meetings will be used as a time for teachers to collaborate, share ideas, discuss non-academic data, such as attendance, and make data-based decisions for students. Also, during PLC meetings student ILP's will be monitored to meet the students' needs that are not scoring at district or state benchmark.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson

Activity - Grade Level Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
These meetings will focus on K-3 reading. Teachers and support staff will meet weekly in grade level groups to discuss student progress, instructional strategies, and analyze data as needed.	Academic Support Program	02/01/2013	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, W. Holland, G. Smith, J. Crockett, D. Hollen, A. Bowling, J. Ledford, D. Sizemore, E. Jackson, Nathan Hubbard, J. Hooker, K. Stubblefield, M. Smith

Activity - Non-Cognitive Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify non-cognitive data such as attendance, behavior and retention.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Strategy3:

Interventions for Math - Students in K-6 will receive math interventions based on the Math Map scores and teacher recommendations.

Category: Learning Systems

Research Cited:

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive in-school math tutoring in grades 3-4-5-6, based on K-PREP, MAP assessment, classroom grades, and parent requests.	Academic Support Program	09/10/2012	12/01/2018	\$28000 - Other	Nathan Hubbard, Mary Napier

Activity - iReady	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades 3-6 will use Moby Max daily during Computer Class and it will also be used at home for additional practice, which will be one way we will encourage parents to become more accountable in their child's education.	Academic Support Program	09/05/2016	12/01/2018	\$4000 - General Fund	Shirley Joe Smith, Sarah Bowling

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Goal 3:

Increase teacher and principal effectiveness through the Professional Growth and Effectiveness System.

Measurable Objective 1:

collaborate to establish baseline objective data for the 2015 Implementation Year by 06/30/2015 as measured by the Professional Growth and Effectiveness System.

Strategy1:

Professional Growth and Effectiveness System - The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Category: Continuous Improvement

Research Cited:

Activity - Webcasts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Participation in KDE PGES and ISLN Webcasts	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Certified Evaluation Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a plan for PPGES and TPGES based on Clay County Board of Education's Certified Evaluation Plan for training and processes. Ensure all staff is knowledgeable of components and expectations.	Policy and Process	07/01/2015	12/01/2018	\$0 - No Funding Required	Central Office Staff, Principal

Activity - Peer Observation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Completion of TPGES Peer Observation module for teachers serving as peer observers, as well as district required training.	Academic Support Program	09/01/2014	12/01/2018	\$200 - Race to the Top	Jerry Combs, Principal

Activity - Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principal and teachers to meet throughout the year for progress and feedback on student growth and professional growth.	Professional Learning	08/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

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Activity - Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Development and implementation of an intentional schedule for classroom visits including mini and full observations documented in CIITS.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Self Reflection and Professional Growth Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff will complete Self-Reflection and develop a Professional Learning Plan for PGES components and expectations as defined in the Certified Evaluation Plan. Work will be completed in the Educator's Development Suite through CIITS.	Professional Learning	07/01/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Activity - Certification/Calibration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal must pass Certification/Calibration on Teachscape proficiency exam using the Danielson Framework.	Professional Learning	07/01/2013	12/01/2018	\$700 - Race to the Top	Jerry Combs, Principal

Activity - Student Growth	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will have a local contribution to their Overall Student Growth Rating based on their Student Growth Goal, and all 4-8 grade English and Math teachers will have an additional state contribution based on their Student Growth Percentiles. Local goals are based on need as identified by teachers and a corresponding rubric to identify levels of success in achievement.	Academic Support Program	09/01/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal

Goal 4:

Decrease the number of students scoring novice in reading and math by 25% by 2021.

Measurable Objective 1:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Mathematics by 05/27/2016 as measured by K-PREP.

Strategy1:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Strategy2:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Measurable Objective 2:

A 10% increase of Third, Fourth, Fifth and Sixth grade students will demonstrate a proficiency from Novice to Apprentice in Reading by 05/27/2016 as measured by K-PREP.

Strategy1:

Literacy Initiative - Teachers will have an uninterrupted blocks of daily instruction to maximize instruction.

Category: Continuous Improvement

Research Cited:

Activity - 3rd grade literature	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Additional literacy pieces will be added to the 3rd grade reading program, with an emphasis on literary and informational reading pieces.	Academic Support Program	08/03/2015	12/01/2018	\$1000 - Text Books	Principal and 3rd grade teacher

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Activity - Primary Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will have a two-hour uninterrupted reading block. One hour is for whole group instruction which the classroom teacher provides. The next hour is workshop, which is students are broken into small groups based on data from the MAP assessment. All teachers and support staff are utilized daily. This is monitored daily by either principal, curriculum coach, elgin staff, and/or central office staff.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	L. Thompson, S. Bowling, D. Hollen, G. Smith, W. Holland, K. Stubblefield, M. Smith, A. Bowling, J. Crockett, J. Ledford, D. Sizemore, J. Hooker, N. Hubbard

Activity - Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum is research based and aligned with the Kentucky Core Academic Standards. The principal and instructional coach will monitor this daily through classroom observations and walk throughs. Teachers' data notebooks, which include the KCAS, are required to be highlighted and dated for all academic subjects. They will also be looking for rigorous formative and summative assessments.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson, Instructional Coach

Activity - Intermediate Reading Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in fourth and fifth grade receive an instructional one hour uninterrupted reading block of Imagine It!	Academic Support Program	08/16/2013	12/01/2018	\$0 - No Funding Required	Dianna Hollen, Richard Combs

Activity - Performance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify gaps in literacy performance to determine professional development needed for instructional improvements. Consult available resources to support literacy planning, professional learning, and interventions.	Professional Learning	07/01/2014	12/01/2018	\$1100 - District Funding	Jerry Combs, Principal Shirley Joe Smith, School PD Coordinator

Activity - Support Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During the one hour uninterrupted support block interventions such as reading mastery, corrective reading, and math intervention are occurring. The classroom teachers are using this time to differentiated activities in reading and math.	Academic Support Program	08/09/2012	12/01/2018	\$0 - No Funding Required	R. Combs, P. Hughes, K. Stubblefield, P. Ferrell, J. Hooker, N. Hubbard, M. Napier, Classroom teachers

Strategy2:

Best Practices - Highly qualified teachers and para-educators will receive content specific professional development.

Category: Continuous Improvement

Research Cited:

Comprehensive School Improvement Plan

Goose Rock Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified teachers and paraeducators will receive professional development in math and reading.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs, Lisa Thompson, Shirley Joe Smith

Strategy3:

Program Review - Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies, into core disciplines.

Category: Continuous Improvement

Research Cited:

Activity - Instructional Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will collaborate by meeting in PLC's and discussing the requirements for the Program Review.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Lisa Thompson, Jerry Combs, Dean Cornett, Sarah Bowling

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Highly Qualified Teachers will receive content specific professional development as needed in the areas of; Practical Living, Arts/Humanities, Writing, and Career Studies.	Academic Support Program	01/07/2014	12/01/2018	\$0 - No Funding Required	Jerry Combs , Lisa Thompson, Shirley Joe Smith, Dean Cornett, Sarah Bowling

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the average combined reading and math proficiency for elementary students on KPREP from 44% to 72% in 2017

Measurable Objective 1:

collaborate to increase the averaged combined reading and math scores to 43.2% by 05/11/2015 as measured by K-PREP.

Strategy1:

SY 2016-2017

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Program Review - A Program Review is a systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring KRS 158.6453(1)(i)

Category: Continuous Improvement

Research Cited:

Activity - Guest Artisans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Guest artists will demonstrate and provide opportunities for students to create individual works of art. Examples include a Blacksmith and Dancer	Academic Support Program	08/03/2015	12/01/2018	\$2000 - Other	Promise Neighborhood Emily Jackson and Dean Cornett

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Examine the rubrics used in a program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	07/01/2014	12/01/2018	\$0 - No Funding Required	Program Review Lead Lisa Thompson, Building Assessment Coordinator

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers across all disciplines will implement high quality instructional practices integrating all aspects of the Program Review including: Arts/Humanities, Practical Living, Writing, and Career Studies into core disciplines. Staff will collaborate in PLCs to collaborate and receive specific training on the content listed above.	Professional Learning	08/07/2015	12/01/2018	\$0 - No Funding Required	Jerry Combs, Principal Lisa Thompson Dean Cornett Sarah Bowling Shirley Joe Smith

Executive Summary

Introduction

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

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

Description of the School

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

Goose Rock Elementary has Pre-School through Sixth grade students. We have approximately 192 students. We are nestled in a rural community a few miles from Manchester, in Southeastern, Kentucky. We serve a population with a high poverty rate, 88.0% of our students receive free or reduced lunch. We have a student to classroom teacher ratio of 20:1, with a total of 22 certified full time teachers that have a combined average of 10.9 years of teaching experience. We have 63.2% of our teachers who have a Master's Degree, and 26.3% of our teachers have a Rank 1, and only 10.5% have just a Bachelor's Degree.

During the last four years our school has experienced a great deal of staff changes. We have added a Promise Neighborhood Academic Specialist that works with some of our struggling students. Save-the-Children have also provided us with an Early Steps to School Success Coordinator. She does home visits to children ages birth to school-age to prepare them for Pre-School and Kindergarten. Probably our greatest change would be our new principal that began in July 2015.

There are several unique features and challenges that are associated with the community that our school serves. One unique feature that comes with our students is the lack of basic necessities, such as the lack of food. Another unique feature is our high mobility rate which is 6.50%. This makes meeting the needs of these students very difficult because of their lack of stability. Finally, we have a high percentage of special education students, which is 31.77%.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our district's mission statement is, "ALL Students Will Learn and Be College and Career Ready Because of What WE Do." Our district's vision statement is, "Where children are our #1 priority, where schools and community are active partners, where they receive the world-class education and experiences they deserve every day, where they receive the support they need when they need it, so that ALL students will graduate being college and career ready."

We truly believe that everything we do and every decision we make will greatly affect our students. Our goal is to provide our students with the knowledge and support to make them lifelong learners and productive citizens. We do this by utilizing every available staff member and programs such as, Save-the-Children, Promise Neighborhood, and the Elgin Foundation. These programs provide us with opportunities and resources that our students need for a more enriched education. We also believe in having high expectations for students. One way we do this is through holding students more accountable for their own learning and learning outcomes. Each student in our school knows what is expected of them on the Math and Reading MAP Assessments by posting these in our classrooms and discussing the desired score with the students.

Notable Achievements and Areas of Improvement

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

Academically, Goose Rock Elementary has made great improvements in reading and math. Our reading MAP scores have great gains in the last 3 years mainly because of our research based reading program Imagine It! which is funded through Elgin Foundation. Our overall goal for the year 2014-15 was to become a proficient school. A gap analysis was conducted and problem areas were targeted for improvement. According to the K-PREP scores, in the areas of reading and math, our percentage of novice students was much higher than proficient/distinguished students. We, as a whole school, felt we needed to challenge our students through more rigorous instruction to increase our percentage of student scoring proficient and distinguished in all areas. Our results show, we met all our delivery targets for 2015-2016 school year except in Social Studies. We are now classified as a distinguished/Progressing school, which is a far better than our goal of Proficient. We met and exceeded our AMO this year.

Our goal over the next couple of years is to see more students at a level of proficiency in both reading and math. As of now we still have 30.3% of fourth grade students scoring novice in reading. As well as, 33.3% of fourth grade students scoring novice in math. We would also like to decrease the percent of students scoring novice in fifth grade reading and fourth grade language mechanics. So you can see we not only need to maintain, but we need to continue to decrease our novices in reading and math.

Additional Information

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

We will as the staff of Goose Rock Elementary will continue to strive until all our students reach proficiency and beyond.