



KDE Title I Report

McBrayer Elementary School

Rowan County

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TABLE OF CONTENTS

Title I Schoolwide Diagnostic

Introduction.....	2
Component 1: Comprehensive Needs Assessment.....	3
Component 2: Schoolwide Reform Strategies.....	5
Component 3: Instruction By Highly Qualified Teachers and Paraeducators.....	17
Component 4: Highly Qualified Professional Development for Principals, Teachers, and Paraeducators.....	27
Component 5: Strategies to Attract Highly Qualified Teachers.....	38
Component 6: Parent Involvement.....	48
Component 7: Transition to Kindergarten.....	55
Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction.....	57
Component 9: Activities to Ensure that Students Meet State Academic Standards.....	66
Component 10: Coordination and Integration of Programs.....	77

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Did the school use various and multiple academic and non-academic data sources to develop the comprehensive needs assessment?	Yes	Formal and informal needs assessments are done throughout the year with the focus on improving student achievement and classroom instruction. During the school year teachers analyze data from KPREP, MAP, DIBELS, SNAP and DNK as well as classroom assessments. They also analyze Title I survey results and student interest inventories. Other data sources that are used include DOLCH word lists, Fontas Pinnell Running Record Assessments, classroom instructional walkthrough data and grade level common assessments.	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	The data indicates strengths and weaknesses in classroom instruction and teacher effectiveness. The Comprehensive Improvement Plan is focused on student achievement for all students in reading, math and writing. There are goals to support consistent programs in the areas of Arts/Humanities, Practical Living, Primary Program and Writing.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Needs are prioritized based on the greatest area of need to the least, determined by test scores and surveys.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	The goal for 2015-2016 testing window will be to close the achievement gap in the area of reading and math as well as improve writing mechanics. Professional development on Co-Teaching for GAP Closure, Reading Small Group Instruction, Writing, Science and the Professional Growth and Effectiveness System have all been planned and included in the Comprehensive Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
1.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address the prioritized needs identified as part of the comprehensive needs assessment process?	Yes	The Comprehensive Improvement Plan is focused on student achievement for all students in reading, math and writing. There are goals to support consistent programs in the areas of Arts/Humanities, Practical Living, Primary Program and Writing. Specific objectives for 2015- 2016 school year are to increase proficiency for all students in the areas of reading, math and writing. There is also a need to improve specific areas in Writing, Arts and Humanities, Primary Program and Practical Living Program. There are embedded strategies and activities in the CSIP to support those areas.	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:

increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:

PBIS - Students will be celebrated and recognized for accomplishments.

Category: Other - PBIS

Research Cited:

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Behavioral Support Program Other - Program Review	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Behavioral Support Program Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

Strategy2:

Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.

Category: Continuous Improvement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Measurable Objective 2:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Academic Support Program Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Measurable Objective 3:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Academic Support Program Parent Involvement Behavioral Support Program	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy2:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Activity - Data Analysis/PLC Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DNK/SNAP and/or classroom assessment data on an ongoing basis to regroup students based on their needs and differentiation of instruction to improve student learning.	Academic Support Program	12/01/2014	08/03/2015	\$0 - No Funding Required	All Teachers / PLC Groups Administration

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Academic Support Program Technology	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

KDE Title I Report

McBrayer Elementary School

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Strategy3:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Strategy4:

Reading Common Core -

KDE Title I Report

McBrayer Elementary School

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Professional Learning Academic Support Program	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

Goal 2:

Increase program review needs improvement areas to proficient as well as sustain proficient areas on an ongoing basis.

Measurable Objective 1:

collaborate to increase the overall score on the Writing, Arts/Humanities, P/L and Career Studies and Primary Program Reviews scores to 8.0 or greater. by 06/01/2016 as measured by program review scores.

Strategy1:

SY 2015-2016

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KDE Title I Report

McBrayer Elementary School

Writing Program - The writing plan will be implemented in K-5 curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Student self reflection/goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After instruction of each form of writing has happened and students have completed each form or writing, teachers will score and give students feedback on writing. Students will then set writing goals for improvement. This will occur a minimum of two times a year.	Academic Support Program	01/04/2016	05/13/2016	\$0 - No Funding Required	All teachers, writing curriculum support, Mary Alice Collier and administration.

Activity - Data Analysis of Writing in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer a pre writing prompt for all forms of writing the first two weeks of schools. Each form of writing will have 6- 8 weeks of instruction devoted to the teaching of that type of writing. A post assessment will be administered after each writing unit has been taught. Writing pieces will be reviewed and scored using the Steve Ventura Packet by each teacher and brought to grade level PLC's for discussion of strengths and weaknesses of writing. During PLC meetings the grade level team will look for strategies and interventions to help students self assess and improve their writing scores to a 4 on the Lucy Calkins rubric.	Academic Support Program	01/05/2015	05/02/2016	\$0 - No Funding Required	Curriculum Coachj Liz Pettit and Mary Alice Collier, All classroom teachers, and administration

Activity - Vertical Writing Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet in vertical grade level teams to review year long evidence of writing in each grade level. Strengths and weaknesses of school wide writing program will be determined, next steps developed, and plan for future implementation of school wide writing program will be developed for following school year.	Academic Support Program	05/06/2016	08/05/2016	\$0 - No Funding Required	All teachers, curriculum writing support, Mary Alice Collier, and administration.

Strategy2:

Arts PLC - A district (monthly) and school(weekly) PLC for all special area teachers will occur so that teachers and administration can share strategies and activities that can be implemented across grade level and school to support the arts and practical living programs. These PLC members will plan school and grade level activities that increase student access to a variety of programs and activities. These PLC members will share strategies and information with all stakeholders to support implementation of arts and practical living standards into classroom instruction.

Category: Continuous Improvement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided for classroom teachers to support arts integration into classroom instruction.	Professional Learning	06/03/2016	09/01/2016	\$0 - No Funding Required	Kim Armstrong, Angela Lyon, Melissa Nickell, Nicole Powell, and Jami Heaberlin and all classroom teachers

Activity - Arts Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Art teachers will work in collaboration with the Lexington Children's Theatre, Octavia Biggs/Drama instructor, MSU dance program, Folk Art Center, Traditional Music Program, and other community resources to bring dance, music, theatre, and art integration activities into the school for students participation.	Academic Support Program	11/03/2014	07/01/2015	\$250 - General Fund	Kim Armstrong, Kim Dehart, Shari Clagett, Anglea Lyon, Nicole Powell, Rhonda Banks, Ronetta Brown, Jody Caudill, and Darinda Ramey

Activity - Arts PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will share strategies to incorporate the arts into regular classroom curriculum on an ongoing basis through vertical school team meetings, handouts, scheduled PLC meetings for sharing out, and faculty program review meetings.	Academic Support Program	08/11/2014	05/01/2015	\$0 - No Funding Required	Genny Etherton, Rhonda Banks, Angela Lyons, Shari Clagett, All Classroom Teachers, Kim Alderman, Ronetta Brown

Goal 3:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

40% of All Students will increase student growth so that the total number of students scoring at the novice level in math and reading will decrease from 40% to no less than 36% in English Language Arts by 05/13/2016 as measured by KPREP.

Strategy1:

Professional Dev. - Teachers will meet in 2 hour blocks with Leader in Me staff to continue to receive leadership training that will give them details on how to implement leadership traits into their classroom instruction on a daily basis.

Category:

Research Cited:

Activity - Smekens Reading Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Professional Dev.	Professional Learning	01/04/2016	06/01/2016	\$1500 - Title I Part A	All teachers, All administration

Strategy2:

Reading Tier 1 Instruction - Reading Block criteria will guide teachers in rigorous and differentiated reading instruction.

KDE Title I Report

McBrayer Elementary School

Category: Continuous Improvement

Research Cited: Reading Block Instruction

Activity - Reading Non Negotiable Criteria Check List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives and administration who have attended reading professional learning sessions will develop Tier 1 reading block checklist that will describe non negotiables to be implemented that will support rigorous and differentiated reading instruction.	Policy and Process	01/04/2016	09/01/2016	\$0 - No Funding Required	Grade level teacher representatives and administration

Goal 4:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Measurable Objective 2:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

KDE Title I Report

McBrayer Elementary School

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvement	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Goal 5:

Increase percentage of population in the gap area scoring proficient/distinguished in combined reading and math from 48.3% to 73.8% by 2018-19.

Measurable Objective 1:

collaborate to increase students at the proficiency level who are identified in the gap population in the area of reading and math by 11/01/2016 as measured by KPREP data.

Strategy1:

Least Restrictive Environment - All Special education teachers will work with ARC committee to review progress toward goals, determine least restrictive environment, and services appropriate for students achievement. All staff will give and increased effort to improve co-teaching practices and support students in the regular classroom setting when possible and ARC agrees that this is the LRE.

Category:

Research Cited:

Activity - Co Teaching/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together weekly in a defined a time to discuss and plan learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	11/02/2015	11/01/2016	\$3000 - General Fund	All Special Education Teachers, All Regular Education Teachers, Administration

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Our teachers use various methods to teach to the different learning styles of our students. Some of these strategies are: direct instruction, whole group, flexible small groups, cooperative groups, hands-on strategies and modeling strategies. Teachers also integrate various types of technology in their instruction to enhance teaching and learning.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Teachers and para-educators are trained to use different strategies that are considered best practice.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	All teachers adjust their instruction to meet the needs of the different learners in their classrooms. Continuous progress is assessed and monitored for all students by classroom teachers. Extensive and various types of data is kept in Data Notebooks and monitored for students who are not meeting grade level expectations. An RTI team meets to discuss specific interventions for at risk students.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	At risk students are identified and referred for RTI (Response to Interventions) services. A specific plan is developed for each at risk child. Extended time is most often a part of these interventions.	

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
2.5	Does the Title I Schoolwide programming provide high quality activities that will close achievement gaps between identified subgroups (i.e., male and female; students with and without disabilities; students with and without English proficiency; minority and non-minority students; and students eligible and not eligible for free or reduced lunch meals)?	Yes	Our teachers use various methods to teach to the different learning styles of our students. Some of these strategies are: direct instruction, whole group, flexible small groups, cooperative groups, hands-on strategies and modeling strategies. Teachers also integrate various types of technology in their instruction to enhance teaching and learning. Teachers and para-educators are trained to use different strategies that are considered best practice. All teachers adjust their instruction to meet the needs of the different learners in their classrooms.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Special Education Staff and Regular Education Staff will work together planning weekly learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	The goal for 2015-16 will be to close the achievement gap in the area of reading and math as well as improve writing mechanics. We are focused on consistent growth in the program review areas. Staff will continue to have weekly data meetings, school wide celebrations, and teacher discussions to improve student engagement and effectiveness. McBrayer was identified as a proficient school based on the 2013-2014 KPREP data. Staff will continue to move in the right direction with the RTI program and the data review process. A minimum number of students were referred for special education testing.	

Label	Assurance	Response	Comment	Attachment
2.9	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that directly address schoolwide reform and closing the achievement gap?	Yes	Our teachers use various methods to teach to the different learning styles of our students. Some of these strategies are: direct instruction, whole group, flexible small groups, cooperative groups, hands-on strategies and modeling strategies. Teachers also integrate various types of technology in their instruction to enhance teaching and learning. Teachers and para-educators are trained to use different strategies that are considered best practice. All teachers adjust their instruction to meet the needs of the different learners in their classrooms.	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:
Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:
increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:
Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Strategy2:
PBIS - Students will be celebrated and recognized for accomplishments.

Category: Other - PBIS

Research Cited:

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

KDE Title I Report

McBrayer Elementary School

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Behavioral Support Program Other - Program Review	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Measurable Objective 2:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Academic Support Program Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Measurable Objective 3:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

KDE Title I Report

McBrayer Elementary School

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Academic Support Program Technology	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

Strategy2:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

KDE Title I Report

McBrayer Elementary School

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Strategy3:

Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Academic Support Program Behavioral Support Program Parent Involvement	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy4:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Academic Support Program Professional Learning	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Goal 2:

Increase program review needs improvement areas to proficient as well as sustain proficient areas on an ongoing basis.

Measurable Objective 1:

collaborate to increase the overall score on the Writing, Arts/Humanities, P/L and Career Studies and Primary Program Reviews scores to 8.0 or greater. by 06/01/2016 as measured by program review scores.

Strategy1:

Writing Program - The writing plan will be implemented in K-5 curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Vertical Writing Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet in vertical grade level teams to review year long evidence of writing in each grade level. Strengths and weaknesses of school wide writing program will be determined, next steps developed, and plan for future implementation of school wide writing program will be developed for following school year.	Academic Support Program	05/06/2016	08/05/2016	\$0 - No Funding Required	All teachers, curriculum writing support, Mary Alice Collier, and administration.

Activity - Data Analysis of Writing in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer a pre writing prompt for all forms of writing the first two weeks of schools. Each form of writing will have 6- 8 weeks of instruction devoted to the teaching of that type of writing. A post assessment will be administered after each writing unit has been taught. Writing pieces will be reviewed and scored using the Steve Ventura Packet by each teacher and brought to grade level PLC's for discussion of strengths and weaknesses of writing. During PLC meetings the grade level team will look for strategies and interventions to help students self assess and improve their writing scores to a 4 on the Lucy Calkins rubric.	Academic Support Program	01/05/2015	05/02/2016	\$0 - No Funding Required	Curriculum Coachj Liz Pettit and Mary Alice Collier, All classroom teachers, and administration

Activity - Student self reflection/goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After instruction of each form of writing has happened and students have completed each form or writing, teachers will score and give students feedback on writing. Students will then set writing goals for improvement. This will occur a minimum of two times a year.	Academic Support Program	01/04/2016	05/13/2016	\$0 - No Funding Required	All teachers, writing curriculum support, Mary Alice Collier and administration.

Strategy2:

Arts PLC - A district (monthly) and school(weekly) PLC for all special area teachers will occur so that teachers and administration can share strategies and activities that can be implemented across grade level and school to support the arts and practical living programs. These PLC members will plan school and grade level activities that increase student access to a variety of programs and activities. These PLC members will share strategies and information with all stakeholders to support implementation of arts and practical living standards into classroom instruction.

Category: Continuous Improvement

Research Cited:

Activity - Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided for classroom teachers to support arts integration into classroom instruction.	Professional Learning	06/03/2016	09/01/2016	\$0 - No Funding Required	Kim Armstrong, Angela Lyon, Melissa Nickell, Nicole Powell, and Jami Heaberlin and all classroom teachers

KDE Title I Report

McBrayer Elementary School

Activity - Arts PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will share strategies to incorporate the arts into regular classroom curriculum on an ongoing basis through vertical school team meetings, handouts, scheduled PLC meetings for sharing out, and faculty program review meetings.	Academic Support Program	08/11/2014	05/01/2015	\$0 - No Funding Required	Genny Etherton, Rhonda Banks, Angela Lyons, Shari Clagett, All Classroom Teachers, Kim Alderman, Ronetta Brown

Activity - Arts Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Art teachers will work in collaboration with the Lexington Children's Theatre, Octavia Biggs/Drama instructor, MSU dance program, Folk Art Center, Traditional Music Program, and other community resources to bring dance, music, theatre, and art integration activities into the school for students participation.	Academic Support Program	11/03/2014	07/01/2015	\$250 - General Fund	Kim Armstrong, Kim Dehart, Shari Clagett, Anglea Lyon, Nicole Powell, Rhonda Banks, Ronetta Brown, Jody Caudill, and Darinda Ramey

Goal 3:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to less than 20% as measured by KPREP data.

Measurable Objective 1:

40% of All Students will increase student growth so that the total number of students scoring at the novice level in math and reading will decrease from 40% to no less than 36% in English Language Arts by 05/13/2016 as measured by KPREP.

Strategy1:

Reading Tier 1 Instruction - Reading Block criteria will guide teachers in rigorous and differentiated reading instruction.

Category: Continuous Improvement

Research Cited: Reading Block Instruction

Activity - Reading Non Negotiable Criteria Check List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives and administration who have attended reading professional learning sessions will develop Tier 1 reading block checklist that will describe non negotiables to be implemented that will support rigorous and differentiated reading instruction.	Policy and Process	01/04/2016	09/01/2016	\$0 - No Funding Required	Grade level teacher representatives and administration

Strategy2:

Professional Dev. - Teachers will meet in 2 hour blocks with Leader in Me staff to continue to receive leadership training that will give them details on how to implement leadership traits into their classroom instruction on a daily basis.

Category:

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Smekens Reading Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Professional Dev.	Professional Learning	01/04/2016	06/01/2016	\$1500 - Title I Part A	All teachers, All administration

Goal 4:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Measurable Objective 2:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

KDE Title I Report

McBrayer Elementary School

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvement	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Goal 5:

Increase percentage of population in the gap area scoring proficient/distinguished in combined reading and math from 48.3% to 73.8% by 2018-19.

Measurable Objective 1:

collaborate to increase students at the proficiency level who are identified in the gap population in the area of reading and math by 11/01/2016 as measured by KPREP data.

Strategy1:

Least Restrictive Environment - All Special education teachers will work with ARC committee to review progress toward goals, determine least restrictive environment, and services appropriate for students achievement. All staff will give and increased effort to improve co-teaching practices and support students in the reguar classroom setting when possible and ARC agrees that this is the LRE.

Category:

Research Cited:

Activity - Co Teaching/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together weekly in a defined a time to discuss and plan learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	11/02/2015	11/01/2016	\$3000 - General Fund	All Special Education Teachers, All Regular Education Teachers, Administration

Label	Assurance	Response	Comment	Attachment
3.1	Do all of the teachers and para-educators assigned to the school meet the definition for highly qualified?	Yes	All teachers at McBrayer Elementary are certified in their teaching field and considered to meet the Highly Qualified Status. All instructional assistants have received, and will continue to receive, job specific professional development. They have also been certified using the Kentucky Para-educator Assessment.	

Label	Assurance	Response	Comment	Attachment
3.2	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to ensure that - prior to hiring - all teachers and para-educators are highly qualified?	N/A		

Label	Assurance	Response	Comment	Attachment
3.3	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	N/A		

Label	Assurance	Response	Comment	Attachment
3.4	If all teachers and para-educators are not considered highly qualified, is the school taking specific steps to assist non-highly qualified teachers and/or para-educators to obtain highly qualified status?	Yes	All para-educators have received, and will continue to receive, job specific professional development. They also have been certified using the Kentucky Para-educator Assessment.	

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

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:
Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:
increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:
Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.
Category: Continuous Improvement
Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Strategy2:
PBIS - Students will be celebrated and recognized for accomplishments.
Category: Other - PBIS
Research Cited:

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Other - Program Review Behavioral Support Program	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Behavioral Support Program Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

Measurable Objective 2:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

KDE Title I Report

McBrayer Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

Strategy2:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Academic Support Program Professional Learning	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

Strategy3:

Communication - Teachers will share weekly newsletters with parents and families.

KDE Title I Report

McBrayer Elementary School

Category: Stakeholder Engagement

Research Cited:

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Parent Involvement Behavioral Support Program Academic Support Program	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy4:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Technology Academic Support Program	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

KDE Title I Report

McBrayer Elementary School

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

Measurable Objective 3:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Academic Support Program Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Strategy2:

Professional Development - Teachers will be provided professional learning experiences identified in their individual growth plans,TPGES observations, and walkthroughs as areas for improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school professional development plan will be developed using data and input from teachers, TPGES observations and walkthroughs to determine individual and school professional learning needs.	Professional Learning	02/01/2016	05/16/2016	\$3000 - General Fund	Professional Dev. Committee, Administrators, and SBDM

Goal 2:

Increase program review needs improvement areas to proficient as well as sustain proficient areas on an ongoing basis.

Measurable Objective 1:

collaborate to increase the overall score on the Writing, Arts/Humanities, P/L and Career Studies and Primary Program Reviews scores to 8.0 or greater. by 06/01/2016 as measured by program review scores.

Strategy1:

Arts PLC - A district (monthly) and school(weekly) PLC for all special area teachers will occur so that teachers and administration can share strategies and activities that can be implemented across grade level and school to support the arts and practical living programs. These PLC members will plan school and grade level activities that increase student access to a variety of programs and activities. These PLC members will share strategies and information with all stakeholders to support implementation of arts and practical living standards into classroom instruction.

Category: Continuous Improvement

Research Cited:

Activity - Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided for classroom teachers to support arts integration into classroom instruction.	Professional Learning	06/03/2016	09/01/2016	\$0 - No Funding Required	Kim Armstrong, Angela Lyon, Melissa Nickell, Nicole Powell, and Jami Heaberlin and all classroom teachers

Activity - Arts PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will share strategies to incorporate the arts into regular classroom curriculum on an ongoing basis through vertical school team meetings, handouts, scheduled PLC meetings for sharing out, and faculty program review meetings.	Academic Support Program	08/11/2014	05/01/2015	\$0 - No Funding Required	Genny Etherton, Rhonda Banks, Angela Lyons, Shari Clagett, All Classroom Teachers, Kim Alderman, Ronetta Brown

Activity - Arts Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Art teachers will work in collaboration with the Lexington Children's Theatre, Octavia Biggs/Drama instructor, MSU dance program, Folk Art Center, Traditional Music Program, and other community resources to bring dance, music, theatre, and art integration activities into the school for students participation.	Academic Support Program	11/03/2014	07/01/2015	\$250 - General Fund	Kim Armstrong, Kim Dehart, Shari Clagett, Anglea Lyon, Nicole Powell, Rhonda Banks, Ronetta Brown, Jody Caudill, and Darinda Ramey

Strategy2:

Writing Program - The writing plan will be implemented in K-5 curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Student self reflection/goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After instruction of each form of writing has happened and students have completed each form or writing, teachers will score and give students feedback on writing. Students will then set writing goals for improvement. This will occur a minimum of two times a year.	Academic Support Program	01/04/2016	05/13/2016	\$0 - No Funding Required	All teachers, writing curriculum support, Mary Alice Collier and administration.

Activity - Vertical Writing Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet in vertical grade level teams to review year long evidence of writing in each grade level. Strengths and weaknesses of school wide writing program will be determined, next steps developed, and plan for future implementation of school wide writing program will be developed for following school year.	Academic Support Program	05/06/2016	08/05/2016	\$0 - No Funding Required	All teachers, curriculum writing support, Mary Alice Collier, and administration.

Activity - Data Analysis of Writing in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer a pre writing prompt for all forms of writing the first two weeks of schools. Each form of writing will have 6- 8 weeks of instruction devoted to the teaching of that type of writing. A post assessment will be administered after each writing unit has been taught. Writing pieces will be reviewed and scored using the Steve Ventura Packet by each teacher and brought to grade level PLC's for discussion of strengths and weaknesses of writing. During PLC meetings the grade level team will look for strategies and interventions to help students self assess and improve their writing scores to a 4 on the Lucy Calkins rubric.	Academic Support Program	01/05/2015	05/02/2016	\$0 - No Funding Required	Curriculum Coachj Liz Pettit and Mary Alice Collier, All classroom teachers, and administration

Strategy3:

Professional Development - Specialist teachers will plan and carryout professional learning experience for regular education teachers which will support the carryover "the arts" curriculum in the core classroom instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Arts" Professional Learning	Professional Learning Academic Support Program	05/02/2016	11/01/2016	\$0 - No Funding Required	Kim Armstrong, Jami Heaberlin, Melissa Nickell, Angela Lyon

Goal 3:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

40% of All Students will increase student growth so that the total number of students scoring at the novice level in math and reading will decrease from 40% to no less than 36% in English Language Arts by 05/13/2016 as measured by KPREP.

Strategy1:

Professional Dev. - Teachers will meet in 2 hour blocks with Leader in Me staff to continue to receive leadership training that will give them details on how to implement leadership traits into their classroom instruction on a daily basis.

Category:

Research Cited:

Activity - Smekens Reading Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Professional Dev.	Professional Learning	01/04/2016	06/01/2016	\$1500 - Title I Part A	All teachers, All administration

Strategy2:

Reading Tier 1 Instruction - Reading Block criteria will guide teachers in rigorous and differentiated reading instruction.

Category: Continuous Improvement

Research Cited: Reading Block Instruction

Activity - Reading Non Negotiable Criteria Check List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives and administration who have attended reading professional learning sessions will develop Tier 1 reading block checklist that will describe non negotiables to be implemented that will support rigorous and differentiated reading instruction.	Policy and Process	01/04/2016	09/01/2016	\$0 - No Funding Required	Grade level teacher representatives and administration

Goal 4:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

KDE Title I Report

McBrayer Elementary School

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvement	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Measurable Objective 2:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Goal 5:

Increase percentage of population in the gap area scoring proficient/distinguished in combined reading and math from 48.3% to 73.8% by 2018-19.

Measurable Objective 1:

collaborate to increase students at the proficiency level who are identified in the gap population in the area of reading and math by 11/01/2016 as measured by KPREP data.

Strategy1:

SY 2015-2016

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Least Restrictive Environment - All Special education teachers will work with ARC committee to review progress toward goals, determine least restrictive environment, and services appropriate for students achievement. All staff will give and increased effort to improve co-teaching practices and support students in the regular classroom setting when possible and ARC agrees that this is the LRE.

Category:

Research Cited:

Activity - Co Teaching/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together weekly in a defined a time to discuss and plan learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	11/02/2015	11/01/2016	\$3000 - General Fund	All Special Education Teachers, All Regular Education Teachers, Administration

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	Professional development will be provided for classroom teachers to support arts integration into classroom instruction.	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	Professional development on Co-Teaching for GAP Closure, Reading Small Group Instruction, Writing, Science and the Professional Growth and Effectiveness System have all been planned and included in the Comprehensive Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	All professional learning opportunities are recommended and supported by educational organizations.	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	All staff members, both certified and classified are required to attend a specific number of professional learning hours.	

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Strategies taught during professional learning opportunities are implemented and analyzed to document they effect on student achievement.	

Label	Assurance	Response	Comment	Attachment
4.6	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support professional learning for principals, teachers, para-educators and other school staff members?	Yes	All staff members, principals, teachers, counselors, specials teachers and coaches, participate in professional learning opportunities.	

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:

increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:

Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Strategy2:

PBIS - Students will be celebrated and recognized for accomplishments.

Category: Other - PBIS

Research Cited:

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Other - Program Review Behavioral Support Program	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

KDE Title I Report

McBrayer Elementary School

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

Measurable Objective 2:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Technology Academic Support Program	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

KDE Title I Report

McBrayer Elementary School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Strategy2:

Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Behavioral Support Program Parent Involvement Academic Support Program	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy3:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

KDE Title I Report

McBrayer Elementary School

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Strategy4:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Professional Learning Academic Support Program	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

KDE Title I Report

McBrayer Elementary School

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Measurable Objective 3:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Academic Support Program Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Strategy2:

Professional Development - Teachers will be provided professional learning experiences identified in their individual growth plans,TPGES observations, and walkthroughs as areas for improvement.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school professional development plan will be developed using data and input from teachers, TPGES observations and walkthroughs to determine individual and school professional learning needs.	Professional Learning	02/01/2016	05/16/2016	\$3000 - General Fund	Professional Dev. Committee, Administrators, and SBDM

Goal 2:

Increase program review needs improvement areas to proficient as well as sustain proficient areas on an ongoing basis.

Measurable Objective 1:

collaborate to increase the overall score on the Writing, Arts/Humanities, P/L and Career Studies and Primary Program Reviews scores to 8.0 or greater. by 06/01/2016 as measured by program review scores.

Strategy1:

Arts PLC - A district (monthly) and school(weekly) PLC for all special area teachers will occur so that teachers and administration can share strategies and activities that can be implemented across grade level and school to support the arts and practical living programs. These PLC members will plan school and grade level activities that increase student access to a variety of programs and activities. These PLC members will share strategies and information with all stakeholders to support implementation of arts and practical living standards into classroom instruction.

Category: Continuous Improvement

Research Cited:

Activity - Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided for classroom teachers to support arts integration into classroom instruction.	Professional Learning	06/03/2016	09/01/2016	\$0 - No Funding Required	Kim Armstrong, Angela Lyon, Melissa Nickell, Nicole Powell, and Jami Heaberlin and all classroom teachers

Activity - Arts Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Art teachers will work in collaboration with the Lexington Children's Theatre, Octavia Biggs/Drama instructor, MSU dance program, Folk Art Center, Traditional Music Program, and other community resources to bring dance, music, theatre, and art integration activities into the school for students participation.	Academic Support Program	11/03/2014	07/01/2015	\$250 - General Fund	Kim Armstrong, Kim Dehart, Shari Clagett, Anglea Lyon, Nicole Powell, Rhonda Banks, Ronetta Brown, Jody Caudill, and Darinda Ramey

Activity - Arts PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will share strategies to incorporate the arts into regular classroom curriculum on an ongoing basis through vertical school team meetings, handouts, scheduled PLC meetings for sharing out, and faculty program review meetings.	Academic Support Program	08/11/2014	05/01/2015	\$0 - No Funding Required	Genny Etherton, Rhonda Banks, Angela Lyons, Shari Clagett, All Classroom Teachers, Kim Alderman, Ronetta Brown

Strategy2:

Professional Development - Specialist teachers will plan and carryout professional learning experience for regular education teachers which will support the carryover "the arts" curriculum in the core classroom instruction.

Category: Professional Learning & Support

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Arts" Professional Learning	Professional Learning Academic Support Program	05/02/2016	11/01/2016	\$0 - No Funding Required	Kim Armstrong, Jami Heaberlin, Melissa Nickell, Angela Lyon

Strategy3:

Writing Program - The writing plan will be implemented in K-5 curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis of Writing in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer a pre writing prompt for all forms of writing the first two weeks of schools. Each form of writing will have 6- 8 weeks of instruction devoted to the teaching of that type of writing. A post assessment will be administered after each writing unit has been taught. Writing pieces will be reviewed and scored using the Steve Ventura Packet by each teacher and brought to grade level PLC's for discussion of strengths and weaknesses of writing. During PLC meetings the grade level team will look for strategies and interventions to help students self assess and improve their writing scores to a 4 on the Lucy Calkins rubric.	Academic Support Program	01/05/2015	05/02/2016	\$0 - No Funding Required	Curriculum Coachj Liz Pettit and Mary Alice Collier, All classroom teachers, and administration

Activity - Vertical Writing Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet in vertical grade level teams to review year long evidence of writing in each grade level. Strengths and weaknesses of school wide writing program will be determined, next steps developed, and plan for future implementation of school wide writing program will be developed for following school year.	Academic Support Program	05/06/2016	08/05/2016	\$0 - No Funding Required	All teachers, curriculum writing support, Mary Alice Collier, and administration.

Activity - Student self reflection/goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After instruction of each form of writing has happened and students have completed each form or writing, teachers will score and give students feedback on writing. Students will then set writing goals for improvement. This will occur a minimum of two times a year.	Academic Support Program	01/04/2016	05/13/2016	\$0 - No Funding Required	All teachers, writing curriculum support, Mary Alice Collier and administration.

Goal 3:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

KDE Title I Report

McBrayer Elementary School

40% of All Students will increase student growth so that the total number of students scoring at the novice level in math and reading will decrease from 40% to no less than 36% in English Language Arts by 05/13/2016 as measured by KPREP.

Strategy1:

Professional Dev. - Teachers will meet in 2 hour blocks with Leader in Me staff to continue to receive leadership training that will give them details on how to implement leadership traits into their classroom instruction on a daily basis.

Category:

Research Cited:

Activity - Smekens Reading Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Professional Dev.	Professional Learning	01/04/2016	06/01/2016	\$1500 - Title I Part A	All teachers, All administration

Strategy2:

Reading Tier 1 Instruction - Reading Block criteria will guide teachers in rigorous and differentiated reading instruction.

Category: Continuous Improvement

Research Cited: Reading Block Instruction

Activity - Reading Non Negotiable Criteria Check List	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher representatives and administration who have attended reading professional learning sessions will develop Tier 1 reading block checklist that will describe non negotiables to be implemented that will support rigorous and differentiated reading instruction.	Policy and Process	01/04/2016	09/01/2016	\$0 - No Funding Required	Grade level teacher representatives and administration

Goal 4:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

KDE Title I Report

McBrayer Elementary School

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Measurable Objective 2:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvement	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Goal 5:

Increase percentage of population in the gap area scoring proficient/distinguished in combined reading and math from 48.3% to 73.8% by 2018-19.

Measurable Objective 1:

collaborate to increase students at the proficiency level who are identified in the gap population in the area of reading and math by 11/01/2016 as measured by KPREP data.

Strategy1:

SY 2015-2016

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Least Restrictive Environment - All Special education teachers will work with ARC committee to review progress toward goals, determine least restrictive environment, and services appropriate for students achievement. All staff will give and increased effort to improve co-teaching practices and support students in the regular classroom setting when possible and ARC agrees that this is the LRE.

Category:

Research Cited:

Activity - Co Teaching/Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together weekly in a defined a time to discuss and plan learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	11/02/2015	11/01/2016	\$3000 - General Fund	All Special Education Teachers, All Regular Education Teachers, Administration

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	McBrayer participates in the Morehead State University PPN program. These individuals are often interviewed and selected to fill vacancies.	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	All job openings are advertised via KDE webpage and postings at school and Central Office. McBrayer's supportive culture and intense on-going professional development opportunities are attractive features for any new teacher.	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	All job openings are advertised via KDE webpage and postings at school and Central Office. McBrayer's supportive culture and intense on-going professional development opportunities are attractive features for any new teacher. McBrayer participates in the Morehead State University PPN program. These individuals are often interviewed and selected to fill vacancies.	

Component 6: Parent Involvement

Parent Involvement

Goal 1:
 Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:
 collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:
 Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Professional Learning Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Measurable Objective 2:
 collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:
 Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Parent Involvement Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy2:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Activity - Data Analysis/PLC Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DNK/SNAP and/or classroom assessment data on an ongoing basis to regroup students based on their needs and differentiation of instruction to improve student learning.	Academic Support Program	12/01/2014	08/03/2015	\$0 - No Funding Required	All Teachers / PLC Groups Administration

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

KDE Title I Report

McBrayer Elementary School

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Academic Support Program Technology	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Strategy3:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Academic Support Program Professional Learning	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

KDE Title I Report

McBrayer Elementary School

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

Strategy4:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

Measurable Objective 3:

increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

KDE Title I Report

McBrayer Elementary School

Strategy1:

PBIS - Students will be celebrated and recognized for accomplishments.

Category: Other - PBIS

Research Cited:

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Behavioral Support Program Other - Program Review	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

Strategy2:

Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Our school has a very active and supportive PTO. PTO meetings are held at various times during the day to accommodate family's work schedules. Parents are always welcome to volunteer in the classroom. Each teacher sends home newsletters with upcoming school events where parents' participation is often needed. Teachers offer parent teacher conferences during their planning or after school. There is an open house right before school starts in August where parents can meet their child's teacher and tour the building. SBDM meeting are held monthly and they are open to parents.	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	<ul style="list-style-type: none"> *Teachers offer parent teacher conferences during their planning times or after school *SBDM meetings are open to parents *There are monthly PTO meetings *There are parent representatives on some of the school committees (planning, school climate and curriculum/assessment) *Parents sign the Title I parent compact at the beginning of every year *Parents are included in meetings about their child's RTI plan; if applicable. *If applicable, parents participate in their child's 504 , IEP, ELL or gifted programming. 	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	The Title I resource teacher meets with PTO and SBDM every year and goes over the Title I parent involvement policy and compact. Parent input and feedback is welcomed, valued and considered. At the beginning of the year, the policy and compact is sent home for parents to sign.	

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
6.4	Have parents been included in the development and the evaluation of the parent involvement programming at the school?	Yes	*SBDM meeting are open to parents *PTO meetings are held at various times to accommodate parents' schedules *Parents are welcome to give their input at the PTO meetings about the parent involvement programming at the school *A Title I survey is sent home in the spring to get additional feedback about the programming at the school *Parents are asked to complete a survey in the winter for the school needs assessment *Every other year parents are asked to take the TELL survey *In the fall, parents took a survey through Advanced Ed to help teachers and administration address needs of the school	

Label	Assurance	Response	Comment	Attachment
6.5	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school parental involvement plan?	Yes	*Through weekly newsletters, teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information. Also teachers communicate these various things via email and classroom webpage.	

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

All MES Kindergarten teachers will participate in transition meetings to better understand their incoming students academic and emotional needs.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of kindergarten readiness in Reading by 09/01/2015 as measured by Kindergarten Standards Checklist.

Strategy1:

Kindergarten Team Meetings - Teachers will collaborate with students previous classroom teachers to better understand students academic level and emotional needs.

Category: Continuous Improvement

Research Cited:

Activity - Transition Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All Kindergarten teachers will meet with pre school teachers to discuss end of the year pre school assessments to better be able to meet students needs at the beginning of the year.	Academic Support Program	06/01/2015	09/01/2015	\$0 - No Funding Required	All Kindergarten teachers, All Preschool Teachers, Preschool and MES Administrators.

Label	Assurance	Response	Comment	Attachment
7.1	Does the school plan and implement specific activities to emotionally and academically ease students' transition from early childhood programs to elementary school programs?	Yes	*Kindergarten orientation is held prior to the start of school starting to help familiarize the students and parents with their teachers and the routines and procedure of the classroom and school. *In the spring, before their kindergarten year, the preschool students visit McBrayer to take a tour of the school and meet some of the staff. *Preschool transition meetings are held in May for upcoming kindergarten students.	

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
7.2	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the transitions from early childhood programs to elementary school programs?	No	The transition activities or strategies are not necessarily outlined in the CSIP because these are on-going and routine activities that happen every year, for those students transitioning into kindergarten.	

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

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

Goal 1:
Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:
increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:
Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.
Category: Continuous Improvement
Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Strategy2:
PBIS - Students will be celebrated and recognized for accomplishments.
Category: Other - PBIS
Research Cited:

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Other - Program Review Behavioral Support Program	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

Measurable Objective 2:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

KDE Title I Report

McBrayer Elementary School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

Strategy2:

Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Parent Involvement Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy3:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Academic Support Program Technology	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

KDE Title I Report

McBrayer Elementary School

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

Activity - Data Analysis/PLC Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DNK/SNAP and/or classroom assessment data on an ongoing basis to regroup students based on their needs and differentiation of instruction to improve student learning.	Academic Support Program	12/01/2014	08/03/2015	\$0 - No Funding Required	All Teachers / PLC Groups Administration

Strategy4:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

KDE Title I Report

McBrayer Elementary School

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Academic Support Program Professional Learning	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Measurable Objective 3:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Professional Learning Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Goal 2:

Increase percentage of all students scoring proficient/distinguished in reading from 57.3% to 74.8% by 2017.

Measurable Objective 1:

collaborate to increase the reading scores from 57.3% to 64.7% by 05/29/2015 as measured by KPREP.

Strategy1:

Data Disaggregation - Teachers will work in PLC groups to disaggregate their reading assessments looking at students who are at proficient, likely to succeed, students who have a large amount of learning to do in order to be successful and those that are not likely to succeed. The PLC group then will discuss strategies and interventions that need to be planned for those students that are close or that are not likely to succeed in order to help close the gap in their learning. Re-teaching will then occur based on students' needs.

Category:

Research Cited:

Activity - Small group reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be retaught skills based on data analysis of summative reading assessments that have been discussed in PLC groups. After being retaught skills, students will be reassessed and a data packet will be filled out again to show growth in goal after reteaching of skills has occurred.	Direct Instruction	08/25/2014	09/07/2015	\$20000 - District Funding	Rhonda Banks, Liz Pettit, All Classroom Teachers, Aides

Strategy2:

Special Ed/95% - Special Ed. Teachers will collaborate with regular education teachers in reading classrooms and when appropriate pull students in small groups within the classroom to work with students using 95% materials, PLL library lessons, Multi-syllable comprehension lessons, etc. to support the lessons that are being taught in whole group instruction in the regular core reading program.

Category:

Research Cited:

Activity - Reading Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together planning weekly learning targets, skills, and strategies that are being co-taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	09/22/2014	11/02/2015	\$2000 - Grant Funds	Administration, All McBrayer Elementary Regular Ed/ Special Ed. Teachers

Strategy3:

RTI - Teachers will monitor students' reading gaps in learning through ongoing progress monitoring every 10 days, DIBELS, DAZE, and MAP Benchmark assessments three times a year, PSI, PASI, classroom formative assessments, Great Leaps for fluency and small group RTI documentation on an ongoing basis to be able to determine regrouping and small group intense instruction needs. Students will be grouped based on individual needs on an ongoing basis.

Category: Continuous Improvement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - RTI Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular ed. and special ed teachers will give the DAZE and DIBELS reading assessment to all students 3 times a year to help diagnose any reading deficits students may have. A Phonics Screener Inventory (PSI) for 3-5 students or a Phonological Awareness Screener Inventory (PAS) for K-2 students will be administered to help further diagnose after the initial DIBELS screener to help pin point the exact reading deficits. Students will then be grouped into small RTI flexible groups according to their reading deficits and receive reading interventions until they are retested. Progress Monitoring will occur every 10 days to help regroup students based on their needs.	Academic Support Program	09/15/2014	11/09/2015	\$40000 - Title I Schoolwide	Jody Caudill, All McBrayer Classroom teachers, All resource teachers, all instructional aides, Administration

Goal 3:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvement	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Measurable Objective 2:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Teachers and administrative staff develop common assessments together. During PLC meetings, teachers and administration discuss and plan for appropriate assessments to measure student achievement. Administration, teachers and KEDC consultants work together to support teachers' understanding of standards. Together they plan classroom instruction by mapping out standards and matching assessments with standards and the Math Envisions program. Teachers participate in PD that address best practices in developing assessments in the various content areas.	

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	Informal and formal needs assessments are conducted throughout the year with the focus on improving student achievement. During the school year, teachers participate in analyzing data from KPREP, MAP, common assessments, running records, Brigance for kindergarten and Dibels. Title I, student voice surveys and TELL survey results are used, as well, as a planning tool to help improve the overall instructional program. A lot of the analysis of student data is done in PLC groups, after school for workday hours, and right before the beginning of the start of the school year.	

Label	Assurance	Response	Comment	Attachment
8.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the inclusion of all teachers in the development and evaluation of the school's instructional programming?	Yes	Strategies/Activities: teachers disaggregate reading and math assessments during weekly PLC's and discuss strategies and interventions to improve student achievement. Teachers participate in school committees (planning, school climate, curriculum and assessment) to plan for school events, PD, master schedule, etc. There is a novice reduction team that will be meeting every 30, 60 and 90 days to review implementation of the school Novice Reduction plan. Three times a year the administrative staff and individual teachers meet to review and discuss classroom data (i.e. MAP, KPREP, Dibels,etc.)	

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will share models of/and learning targets, classroom instructional focus, student accomplishments/student of the week, and school wide important dates and information weekly on classroom newsletters, emails, and/or webpages.	Academic Support Program Behavioral Support Program Parent Involvement	01/04/2016	11/07/2016	\$2000 - General Fund	Classroom teachers

Strategy2:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

KDE Title I Report

McBrayer Elementary School

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Strategy3:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

Activity - Data Analysis/PLC Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DNK/SNAP and/or classroom assessment data on an ongoing basis to regroup students based on their needs and differentiation of instruction to improve student learning.	Academic Support Program	12/01/2014	08/03/2015	\$0 - No Funding Required	All Teachers / PLC Groups Administration

KDE Title I Report

McBrayer Elementary School

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Technology Academic Support Program	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

Strategy4:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

KDE Title I Report

McBrayer Elementary School

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Academic Support Program Professional Learning	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Measurable Objective 2:

increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:

Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Strategy2:

PBIS - Students will be celebrated and recognized for accomplishments.

Category: Other - PBIS

Research Cited:

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Academic Support Program Behavioral Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

KDE Title I Report

McBrayer Elementary School

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Behavioral Support Program Other - Program Review	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Measurable Objective 3:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Professional Learning Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Goal 2:

Increase percentage of all students scoring proficient/distinguished in reading from 57.3% to 74.8% by 2017.

Measurable Objective 1:

collaborate to increase the reading scores from 57.3% to 64.7% by 05/29/2015 as measured by KPREP.

Strategy1:

RTI - Teachers will monitor students reading gaps in learning through on going progress monitoring every 10 days , DIBELS, DAZE, and MAP Benchmark assessments three times a year, PSI, PASI, classroom formative assessments, Great Leaps for fluency and small group RTI documentation on an ongoing basis to be able to determine regrouping and small group intense instruction needs. Students will be

KDE Title I Report

McBrayer Elementary School

grouped based on individual needs on an ongoing basis.

Category: Continuous Improvement

Research Cited:

Activity - RTI Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular ed. and special ed teachers will give the DAZE and DIBELS reading assessment to all students 3 times a year to help diagnose any reading deficits students may have. A Phonics Screener Inventory (PSI) for 3-5 students or a Phonological Awareness Screener Inventory (PASI) for K-2 students will be administered to help further diagnose after the initial DIBELS screener to help pin point the exact reading deficits. Students will then be grouped into small RTI flexible groups according to their reading deficits and receive reading interventions until they are retested. Progress Monitoring will occur every 10 days to help regroup students based on their needs.	Academic Support Program	09/15/2014	11/09/2015	\$40000 - Title I Schoolwide	Jody Caudill, All McBrayer Classroom teachers, All resource teachers, all instructional aides, Administration

Strategy2:

Special Ed/95% - Special Ed. Teachers will collaborate with regular education teachers in reading classrooms and when appropriate pull students in small groups within the classroom to work with students using 95% materials, PLL library lessons, Multi syllable comprehension lessons, etc. to support the lessons that are being taught in whole group instruction in the regular core reading program.

Category:

Research Cited:

Activity - Reading Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together planning weekly learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	09/22/2014	11/02/2015	\$2000 - Grant Funds	Administration, All McBrayer Elementary Regular Ed/ Special Ed. Teachers

Strategy3:

Data Disaggregation - Teachers will work in PLC groups to disaggregate their reading assessments looking at students who are at proficient, likely to succeed, students who have a large amount of learning to do in order to be successful and those that are not likely to succeed. The PLC group then will discuss strategies and interventions that need to be planned for those students that are close or that are not likely to succeed in order to help close the gap in their learning. Re teaching will then occur based on students needs.

Category:

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Small group reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be retaught skills based on data analysis of summative reading assessments that have been discussed in PLC groups. After being retaught skills students will be reassessed and data packet will be filled out again to show growth in goal after reteaching of skills has occurred.	Direct Instruction	08/25/2014	09/07/2015	\$20000 - District Funding	Rhonda Banks, Liz Pettit, All Classroom Teachers, Aides

Goal 3:

Increase program review needs improvement areas to proficient as well as sustain proficient areas on an ongoing basis.

Measurable Objective 1:

collaborate to increase the overall score on the Writing, Arts/Humanities, P/L and Career Studies and Primary Program Reviews scores to 8.0 or greater. by 06/01/2016 as measured by program review scores.

Strategy1:

Writing Program - The writing plan will be implemented in K-5 curriculum with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Vertical Writing Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and administration will meet in vertical grade level teams to review year long evidence of writing in each grade level. Strengths and weaknesses of school wide writing program will be determined, next steps developed, and plan for future implementation of school wide writing program will be developed for following school year.	Academic Support Program	05/06/2016	08/05/2016	\$0 - No Funding Required	All teachers, curriculum writing support, Mary Alice Collier, and administration.

Activity - Student self reflection/goal setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
After instruction of each form of writing has happened and students have completed each form or writing, teachers will score and give students feedback on writing. Students will then set writing goals for improvement. This will occur a minimum of two times a year.	Academic Support Program	01/04/2016	05/13/2016	\$0 - No Funding Required	All teachers, writing curriculum support, Mary Alice Collier and administration.

KDE Title I Report

McBrayer Elementary School

Activity - Data Analysis of Writing in PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will administer a pre writing prompt for all forms of writing the first two weeks of schools. Each form of writing will have 6- 8 weeks of instruction devoted to the teaching of that type of writing. A post assessment will be administered after each writing unit has been taught. Writing pieces will be reviewed and scored using the Steve Ventura Packet by each teacher and brought to grade level PLC's for discussion of strengths and weaknesses of writing. During PLC meetings the grade level team will look for strategies and interventions to help students self assess and improve their writing scores to a 4 on the Lucy Calkins rubric.	Academic Support Program	01/05/2015	05/02/2016	\$0 - No Funding Required	Curriculum Coachj Liz Pettit and Mary Alice Collier, All classroom teachers, and administration

Strategy2:

Arts PLC - A district (monthly) and school(weekly) PLC for all special area teachers will occur so that teachers and administration can share strategies and activities that can be implemented across grade level and school to support the arts and practical living programs. These PLC members will plan school and grade level activities that increase student access to a variety of programs and activities. These PLC members will share strategies and information with all stakeholders to support implementation of arts and practical living standards into classroom instruction.

Category: Continuous Improvement

Research Cited:

Activity - Arts PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts teachers will share strategies to incorporate the arts into regular classroom curriculum on an ongoing basis through vertical school team meetings, handouts, scheduled PLC meetings for sharing out, and faculty program review meetings.	Academic Support Program	08/11/2014	05/01/2015	\$0 - No Funding Required	Genny Etherton, Rhonda Banks, Angela Lyons, Shari Clagett, All Classroom Teachers, Kim Alderman, Ronetta Brown

Activity - Arts Integration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Art teachers will work in collaboration with the Lexington Children's Theatre, Octavia Biggs/Drama instructor, MSU dance program, Folk Art Center, Traditional Music Program, and other community resources to bring dance, music, theatre, and art integration activities into the school for students participation.	Academic Support Program	11/03/2014	07/01/2015	\$250 - General Fund	Kim Armstrong, Kim Dehart, Shari Clagett, Anglea Lyon, Nicole Powell, Rhonda Banks, Ronetta Brown, Jody Caudill, and Darinda Ramey

Activity - Arts Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided for classroom teachers to support arts integration into classroom instruction.	Professional Learning	06/03/2016	09/01/2016	\$0 - No Funding Required	Kim Armstrong, Angela Lyon, Melissa Nickell, Nicole Powell, and Jami Heaberlin and all classroom teachers

Goal 4:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no

less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Measurable Objective 2:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

KDE Title I Report

McBrayer Elementary School

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvment	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Label	Assurance	Response	Comment	Attachment
9.1	Does the school provide effective, timely and additional intervention to students in danger of not meeting state standards?	Yes	<p>The following activities/ strategies are used to help students who are in danger of not meeting state standards:</p> <ul style="list-style-type: none"> *Use of technology programs (Moby Max, Front Row, Sum Dog, Brainpop, etc.) *Based on MAP and Dibels data, students will receive 30 minutes of differentiated instruction (RTI groups) in reading and math. *Students identified, as needing extra help in reading, will receive services from a certified teacher four days a week through the ESS daytime waiver. *After-school tutoring funds are allocated for teachers who have identified students needing extra instruction in reading or math. 	

Label	Assurance	Response	Comment	Attachment
9.2	Does the school have a comprehensive process for identifying those students most at risk and in need of assistance?	Yes	<ul style="list-style-type: none"> *Teachers disaggregate reading and math formative and summative assessments during weekly PLC meetings. Some examples of assessments are MAP, Dibels, KPREP, common assessments, progress monitoring data, etc. *Teachers submit to administration classroom data sheets, three times a year, after benchmark assessments have been completed. * The school administrative team meets, three times a year, with each teacher to discuss classroom data. The data is then used to plan instruction to meet the needs of each student. 	

KDE Title I Report

McBrayer Elementary School

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Para-educators are part of the weekly PLC's. Para-educators are trained on 95% materials so they can use them in instruction when working with small groups. They also have been trained on how to administer Dibels. All para-educators are a member of a school committee (school climate, planning, or instruction and assessment) These committees meet throughout the year to plan for learning, school events, professional development, etc.)	

Label	Assurance	Response	Comment	Attachment
9.4	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the school as a whole in meeting state academic standards?	Yes	Goals: increase percentage for proficient/distinguished students in reading and math; increase program review areas that have been identified as needing improvement; reduce the number of students scoring novice in reading and math Strategies: Math and reading professional development to develop better understanding of Common Core; providing small group instruction; goal setting; analyzing data during PLC meetings and data team meetings; progress monitoring; partner with KEDC to support teachers' understanding of standards, help plan instruction & develop assessments.	

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the percentage for proficient/distinguished students for averaged combined reading and math K-prep scores for McBrayer Elem. students from 48.3% to 73.8%.% by 2018-19

Measurable Objective 1:

collaborate to support teacher needs and student achievement. by 11/07/2016 as measured by student growth on benchmark assessments, individual teacher discussions and school wide walk through feedback. .

Strategy1:

Discussion and Data - Teachers will meet with administrative team a minimum of three times a year to discuss student data, professional support needed and classroom/school curriculum.

Category: Continuous Improvement

Research Cited:

Activity - Individual Teacher Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School administrative team will schedule individual data team meetings three times a year.	Professional Learning Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	District and School Administrative team, all teachers

Activity - Data Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will complete submit to administration classroom data sheets 3 times a year after benchmark assessments have been completed.	Professional Learning	01/04/2016	11/07/2016	\$0 - No Funding Required	All teachers, administration, curriculum coaches

Measurable Objective 2:

collaborate to increase the average combined reading and math KPREP scores from 48.3% to 58.0% by 11/01/2016 as measured by KPREP.

Strategy1:

Math Common Core - K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and using Envisions math program as a tool to teach the core math program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational

KDE Title I Report

McBrayer Elementary School

concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited: There is a need for a common math program to be used vertically so that a common core standards, common vocabulary, strategies, and procedures are built upon in a vertical foundation.

Activity - Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All classrooms, 2nd-5th grade will make available opportunities for students to use technology programs such as Moby Max, Front Row, Sum Dog to support reinforcement on math standards taught in the classroom.	Academic Support Program Technology	01/04/2016	11/01/2016	\$1500 - Other	Classroom teachers, administration, parent/teacher organization(PTO)

Activity - Data Analysis/PLC Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use DNK/SNAP and/or classroom assessment data on an ongoing basis to regroup students based on their needs and differentiation of instruction to improve student learning.	Academic Support Program	12/01/2014	08/03/2015	\$0 - No Funding Required	All Teachers / PLC Groups Administration

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will disaggregate reading and math formative and summative assessments during weekly PLC's discussing strategies and interventions together so that students close or not likely to get the instruction can be taught with research based strategies and interventions.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration

Activity - Math Professional Dev.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan together during PLC meetings, school work day hours and/or summer PD to build on the importance of scaffolding the concepts in the Common Core Math and Reading Standards from grade level to grade level.	Academic Support Program	01/11/2016	11/01/2016	\$0 - No Funding Required	All McBrayer Teachers Administration Team

Activity - Math KEDC Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and teachers will work with KEDC consultants to support teachers understanding of standards, plan classroom instruction by mapping out standards and matching assessments with standards and math Envisions program	Professional Learning	01/04/2016	08/05/2016	\$0 - No Funding Required	All teachers, administration, KEDC representative, Charles Rutledge

Strategy2:

Reading Common Core -

K-5 McBrayer Elem. teachers will continue to develop a better understanding of the Common Core Standards and will use resources such as

KDE Title I Report

McBrayer Elementary School

Scott Foresman Reading Basil Program, Ready Common Core Reading Resources, and mentor texts to teach the core reading program in all grade level classrooms. Classroom teachers will develop units together. This will align our curriculum for all students in all grades. This will ensure that all students K-5 are being taught the foundational concepts and vocabulary that matches the standards in a sequential order.

Category: Continuous Improvement

Research Cited:

Activity - Data Analysis PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will work in PLC grade level groups to disaggregate common summative assessments. This will guide them in determining deficit skills that will need to be focused on during core, small group, and during RTI groups.	Academic Support Program	01/05/2015	06/01/2016	\$0 - No Funding Required	Jody Caudill- RTI coordinator, all classroom teachers, curriculum coach and administration

Activity - Reading Co Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Ed. teachers and classroom teachers will work together with administration and KEDC staff to plan and carry out co teaching strategies in the area of reading and math in designated classrooms.	Academic Support Program	01/05/2015	05/06/2016	\$52500 - Title II Part A	KEDC Staff, Lori Dehart Liz Littleton Administration Classroom Teachers

Activity - Reading Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend core reading/small group instruction, and close reading professional development to help strengthen classroom reading instruction.	Academic Support Program Professional Learning	01/04/2016	06/01/2016	\$3000 - Other	Administration, Curriculum Coaches, All Teachers, and District Professional Dev. Coordinator, Lucy Moore

Activity - Reading Instructional Teaching Time	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will reflect a minimum of 120 minutes reading block for K-2 students and 90 minutes for 3-5 students.	Direct Instruction	01/05/2015	05/02/2016	\$0 - No Funding Required	Classroom Teachers, Administration, Planning Comm.

Strategy3:

Communication - Teachers will share weekly newsletters with parents and families.

Category: Stakeholder Engagement

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Newsletters	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Strategy4:

Small Group Instruction - Students who are identified needing extra support in gaining skills that have been previously taught or who have been identified as low performers and who are in TIER II or TIER III will be provided direct instruction in small groups based on specific skills needed in reading and math that will support them in the regular core classroom programs.

Category: Continuous Improvement

Research Cited:

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are identified by their MAP scores will receive 30 min of differentiated instruction based on specific needs that will support the core instruction they are receiving in reading and math.	Academic Support Program	01/05/2015	11/01/2016	\$0 - No Funding Required	Jody Caudill, RTI Teacher/Coordinator Classroom Teachers Administration

Activity - RTI Tier II and III Small Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI reading groups will be implemented by using 95% group materials. DIBELS data, classroom data and progress monitoring data will be reviewed on an ongoing basis to determine next steps to meet students needs. Groups will be monitored and students regrouped often based on their needs and reteaching data.	Academic Support Program	01/04/2016	11/07/2016	\$20000 - Other	RTI Coordinator, Classroom teachers

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After school tutoring funds will be allocated for teachers who identify small group instruction (2-4 students) for students with deficits in reading and/or math.	Academic Support Program	01/04/2016	05/06/2016	\$2000 - Other	Mrs. Banks, teachers applying to become after school ESS tutors.

Activity - ESS Day Time Waiver	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small group instruction will support students who are identified as needing additional support in math and reading	Academic Support Program	01/04/2016	06/01/2016	\$11000 - Other	Administration, classroom teachers, ESS teacher

Measurable Objective 3:

increase student growth by setting individual goals with students by 11/01/2016 as measured by monitoring monthly attendance, data on benchmark assessments and students self reflection in leadership binders..

Strategy1:

Individual Student Goal Setting - Students will set individual goals for each benchmark assessment in reading, writing, and math three times a year. Each classroom will graph classroom attendance, set goals for improvement and reflect upon class goals set for attendance.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting/Reflection Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each teacher will guide students in setting individual goals on personal goal sheet three times a year in reading, math and writing. Student goal sheets will be added to student leadership binder/folder. At end of the year students will reflect on growth made over time in reading, writing, and math.	Academic Support Program	01/04/2016	11/07/2016	\$500 - General Fund	All teachers, administration

Strategy2:

PBIS - Students will be celebrated and recognized for accomplishments.

Category: Other - PBIS

Research Cited:

Activity - School Assembly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be celebrated during grade level assembly for their accomplishments towards improvements in attendance, leadership skills, achievement, MAP and DIBELS benchmark assessment growth, behavior improvements, music, art, physical education, and reading goals.	Other - Program Review Behavioral Support Program	01/04/2016	11/07/2016	\$500 - General Fund	Nicole Powell, Jody Caudill, Kim Armstrong, Melissa Nickell, Jami Heaberlin, Angela Lyon

Activity - CHAMPS/ Clip Up Chart	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and support staff will use school wide behavior system and procedures to support student engagement and decrease behavior referrals.	Behavioral Support Program Academic Support Program	01/04/2016	11/07/2016	\$0 - No Funding Required	All certified and classified staff, administration

Goal 2:

Increase percentage of all students scoring proficient/distinguished in reading from 57.3% to 74.8% by 2017.

Measurable Objective 1:

collaborate to increase the reading scores from 57.3% to 64.7% by 05/29/2015 as measured by KPREP.

Strategy1:

Special Ed/95% - Special Ed. Teachers will collaborate with regular education teachers in reading classrooms and when appropriate pull students in small groups within the classroom to work with students using 95% materials, PLL library lessons, Multi syllable comprehension lessons, etc. to support the lessons that are being taught in whole group instruction in the regular core reading program.

Category:

Research Cited:

Activity - Reading Direct Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Staff and Regular Education Staff will work together planning weekly learning targets, skills, and strategies that are being co taught during reading instruction so that all students are being taught with fidelity and best practices.	Academic Support Program	09/22/2014	11/02/2015	\$2000 - Grant Funds	Administration, All McBrayer Elementary Regular Ed/ Special Ed. Teachers

Strategy2:

RTI - Teachers will monitor students reading gaps in learning through on going progress monitoring every 10 days , DIBELS, DAZE, and MAP Benchmark assessments three times a year, PSI, PASI, classroom formative assessments, Great Leaps for fluency and small group RTI documentation on an ongoing basis to be able to determine regrouping and small group intense instruction needs. Students will be grouped based on individual needs on an ongoing basis.

Category: Continuous Improvement

Research Cited:

Activity - RTI Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Regular ed. and special ed teachers will give the DAZE and DIBELS reading assessment to all students 3 times a year to help diagnose any reading deficits students may have. A Phonics Screener Inventory (PSI) for 3-5 students or a Phonological Awareness Screener Inventory (PASI) for K-2 students will be administered to help further diagnose after the initial DIBELS screener to help pin point the exact reading deficits. Students will then be grouped into small RTI flexible groups according to their reading deficits and receive reading interventions until they are retested. Progress Monitoring will occur every 10 days to help regroup students based on their needs.	Academic Support Program	09/15/2014	11/09/2015	\$40000 - Title I Schoolwide	Jody Caudill, All McBrayer Classroom teachers, All resource teachers, all instructional aides, Administration

Strategy3:

Data Disaggregation - Teachers will work in PLC groups to disaggregate their reading assessments looking at students who are at proficient, likely to succeed, students who have a large amount of learning to do in order to be successful and those that are not likely to succeed. The PLC group then will discuss strategies and interventions that need to be planned for those students that are close or that are not likely to succeed in order to help close the gap in their learning. Re teaching will then occur based on students needs.

Category:

Research Cited:

KDE Title I Report

McBrayer Elementary School

Activity - Small group reteaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be retaught skills based on data analysis of summative reading assessments that have been discussed in PLC groups. After being retaught skills students will be reassessed and data packet will be filled out again to show growth in goal after reteaching of skills has occurred.	Direct Instruction	08/25/2014	09/07/2015	\$20000 - District Funding	Rhonda Banks, Liz Pettit, All Classroom Teachers, Aides

Goal 3:

By 2021, McBrayer Elementary will reduce the total number of students scoring at the novice level in the math and reading from 40% to no less than 20% as measured by KPREP data.

Measurable Objective 1:

collaborate to monitor all students scoring at the novice level in math and reading content by 06/03/2016 as measured by student growth on progress monitoring, classroom assessments and district benchmark assessments..

Strategy1:

Tier II Meetings - All reading and math data for students who have a Novice Plan will be monitored every 30 days.

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Teacher/RTI Coordinator Data/Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Coordinator and Classroom teachers will monitor data for students scoring novice on KPREP every 30 days.	Academic Support Program	01/08/2016	11/30/2016	\$45000 - District Funding	Jody Caudill, RTI coordinator, Liz Pettit, Curriculum Coach, Rhonda Banks, Principal and classroom teachers

Strategy2:

Progress Monitor - Teachers and administrators will meet in PLC groups weekly to review assessment data on identified novice students in reading and math.

Category: Continuous Improvement

Research Cited: Professional Learning Communities

Activity - Data Disaggregation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress on standard based assessments will be documented on SV packets an instructional strategies will be discussed to help support student improvement	Policy and Process	01/04/2016	11/30/2016	\$0 - No Funding Required	Administration and all teachers

Measurable Objective 2:

collaborate to carryout district Novice Reduction Plan by 05/02/2016 as measured by completion of goals by designated dates on the Rowan County Schools novice reduction plan. .

Strategy1:

Monitoring of Novice Reduction Plan - The McBrayer novice reduction team will monitor and complete 30/60/90 day plan

Category: Continuous Improvement

Research Cited: Novice Reduction

Activity - Monthly Novice Reduction Checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
McBrayer Novice Reduction team will meet in 30, 60, 90 days to review implementation of school Novice Reduction plan	Academic Support Program	01/01/2016	05/13/2016	\$0 - No Funding Required	School Novice Reduction Team

Label	Assurance	Response	Comment	Attachment
10.1	Does the school coordinate and integrate program funds available to the school to implement the Title I Schoolwide program?	Yes	All school programs (ESS, ELL, gifted, FRYSC, Title I) are utilized to meet the various learner needs. The CSIP outlines strategies and activities that are implemented to address the specific needs of the students in the school.	

Label	Assurance	Response	Comment	Attachment
10.2	Does the improvement plan have specific funding sources noted that support the school coordination and integration of Federal, state and local funds to address the needs of the Title I Schoolwide program and to improve student achievement?	Yes	The following funding sources are used to meet the various needs of students: ESS EL Title I FRYSC Title II A General Fund Co-Teaching Grant funds	