



KDE Title I Report

Clearfield Elementary School

Rowan County

Misty Litton, Principal
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Clearfield, KY 40313

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Title I Schoolwide Diagnostic

DRAFT

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.

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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	Clearfield Elementary used the School Report Card from KDE to access academic data for all students, then analyzed the disaggregated data by gap group category (ethnicity, socioeconomic status, disability status, etc.). Additionally, Clearfield provided surveys to parents to allow for feedback on both academic and non-academic programs and procedures. Members of the CSIP committee, including principal, guidance counselor, Title 1 teacher, Family Resource Center director, SBDM Council, teachers, and parents contributed academic and non-academic data to inform the comprehensive needs assessment.	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	The data identified specific academic needs, such as improving Reading and Math scores, and some nonacademic needs, such as improvements the school could make in the areas of policy, facilities, and communication.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Academic needs are prioritized based upon subgroups, particularly students with disabilities and their achievement in reading and math. Clearfield has placed intentional emphasis on the content areas of reading, math, and writing, as these serve as the foundation for all other learning.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Clearfield has planned intentional focus on the development of reading and math skills for students with disabilities. Additionally, CES offers wrap-around services to help mitigate socioeconomic barriers for the nearly 80% of Clearfield students who come from disadvantaged homes.	

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	Clearfield has a large percentage of students that qualify for free or reduced price meals. There are many socioeconomic barriers for Clearfield students. In an effort to remove some of these barriers, Clearfield works closely with the Family Resource Center and other local service organizations. Leadership at Clearfield meets regularly with area social workers to intervene and provide services for families who struggle. In addition, Clearfield focuses instructional efforts on academic interventions for students with disabilities.	

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Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:
Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:
Math Initiative - Teachers will implement the Kentucky Academic Standards for math.
Category: Continuous Improvement
Research Cited:

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, this will help provide for in-depth core math instruction to help increase student achievement in math.	Academic Support Program	08/08/2013	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Activity - Math Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on Kentucky Math Academic Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Activity - Math Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for math by creating SMART goals and develop a plan to improve core math instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities for those students who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education and Title I teachers and school administrators

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Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Strategy2:

Kindergarten Readiness - Kindergarten readiness will be monitored using diagnostic screenings, and that data will be shared with all relevant stakeholders.

Category: Early Learning

Research Cited:

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students spend 3-4 half days with Kindergarten teachers learning basic skills and procedures.	Academic Support Program	08/01/2016	08/04/2016	\$600 - General Fund	Kindergarten teachers, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will collaborate with preschool teachers and building assessment coordinator to administer the Brigance assessment and analyze the data results.	Other - Diagnostic Screening	08/13/2015	10/03/2016	\$0 - Other	Kindergarten teachers, Preschool teachers, Building assessment coordinator

Strategy3:

RTI for Academic and Behavioral Support - Teachers will provide differentiated instruction for reading and math as outlined in academic Tier 2 and 3 RTI plans for students not scoring at benchmark on universal screeners or common assessments. Staff will clearly communicate and consistently reinforce SBDM Common Area Expectation policies, the Rowan County Schools Student Misconduct and Disciplinary Response, and individual classroom rules and consequences of misbehavior. Counselor, teachers and assistants will provide social skills and implement behavior tracking instruments for students with behavior Tier 2 and 3 RTI plans.

Category: Continuous Improvement

Research Cited:

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor, teachers and assistants will provide students with behavior RTI plans with social skills and use a tracking instrument to collect data.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	Counselor, teachers and assistants

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Activity - RTI Team Meetings for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review baseline data collected on a tracking instrument to determine students that are in need of behavior interventions and develop Tier 2 and Tier 3 plans to support a positive learning environment and to reduce the number of suspensions.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	RTI Team members, counselor, teachers, and assistants

Activity - RTI Team Meetings for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review data from universal screeners and diagnostic assessments to determine students that are in need of interventions and develop Tier 2 and Tier 3 plans.	Academic Support Program	01/03/2013	05/31/2017	\$50 - School Council Funds	RTI Team members, Title I Teacher and Assistant, Teachers, Assistants

Activity - Universal Screeners for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, teachers and aides will administer MAP assessments in reading and math three times a year to all students.	Academic Support Program	01/03/2013	05/31/2017	\$20000 - District Funding	Administrators, teachers, and aides

Activity - Progress Monitoring Reviews of RTI plans for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and assistants will progress monitor students with academic RTI plans for reading and math every two weeks. The RTI team will schedule follow-up meetings to review progress data collected on students receiving RTI for academic support to determine the success of the intervention and revise plans if needed or to make referrals for special education.	Academic Support Program	01/03/2013	05/31/2017	\$100 - School Council Funds	RTI Team members, Title I Teacher and Assistant, classroom teachers and aides

Activity - Progress Monitoring Reviews of RTI plans for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, teachers and assistants will progress monitor students with behavior RTI plans. The RTI team will schedule follow-up meetings to review progress data collected on students receiving behavior support to determine the successfulness of the intervention and revise plans if needed or to make referrals for special education.	Behavioral Support Program	01/03/2013	05/31/2017	\$0 - No Funding Required	RTI Team members, Counselor, classroom teachers and aides

Activity - Fluency Assessments for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and aides will administer fluency assessments (DIBELS, SNAP, DNK, PASI, PSI, etc.) in reading and math to students not scoring at benchmark on universal screeners.	Academic Support Program	01/03/2013	05/31/2017	\$200 - School Council Funds	Teachers and aides

Strategy4:

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Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss reading progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, Clearfield helps enhance reading instruction to help increase student achievement in literacy and help students close the achievement gap if they are starting school below their expected academic level.	Academic Support Program	08/07/2014	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Activity - Literacy Night for Students/Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the TELL Survey (2013) 50% of Clearfield teachers feel that parents support them which contributes to student achievement. A literacy night will be planned for Read Across America Week in conjunction with Dr. Seuss' birthday. Teachers will organize literacy activities for parents and students. Teachers will work with parents to show them how to reinforce literacy activities at home. Books and literacy resources will be provided through Title I parent involvement funds. The school's parent organization, PTC, will assist in planning and funding the activity.	Parent Involvement	01/05/2015	03/31/2017	\$500 - Title I Part A \$250 - Booster Fund	Teachers, principal, and PTC

Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Activity - Reading Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for reading by creating SMART goals and develop a plan to improve core reading instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities to those who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, and Title I teachers and school administrators

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Activity - Reading Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on the Kentucky ELA Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Activity - Balanced Literacy Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include shared reading, guided reading or literature circles and literacy skills activities during reading blocks. Students with disabilities will receive instruction in reading in the Least Restrictive Environment, as specified in their IEPs. Reading instruction will be aligned with grade level English Language Arts Common Core Standards.	Direct Instruction	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, Title I teachers and aides

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1%. by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading RTI - Research-based programs will be used with fidelity by teachers and aides to provide interventions to students with disabilities in reading.

Category: Continuous Improvement

Research Cited:

Activity - 95% Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in 3rd through 5th grade will participate in 95% lessons that teach multi-syllabic words and comprehension strategies.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Aides

Activity - 95% Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be administered 95% assessments (PASI and PSI), and the resulting diagnostic data will be used to develop intervention groups.	Academic Support Program	02/04/2013	05/31/2017	\$100 - School Council Funds	Teachers, Assistants, Title I Teacher

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures / progress monitoring tools/DIBELS at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Title 1 Teacher, Teachers, School Administrators

Activity - Differentiated Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten through 3rd grade will participate in Walk-To groups based on 95% lessons that target phonics, phonemic awareness, and fluency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Teacher, Reading Curriculum Specialist

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Strategy2:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3% by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Math RTI - Research-based programs will be used with fidelity by teachers and aides to provide students with disabilities with interventions in math.

Category: Integrated Methods for Learning

Research Cited:

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive interventions based on individual levels through the IXL math technology program.	Technology	02/04/2013	05/31/2017	\$1500 - Other	Teachers, Assistants, Title I Staff, Administrative Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Activity - RTI Math Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten and first grade will participate in differentiated small groups based on Math assessments.	Academic Support Program	08/13/2015	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Staff, District Math Interventionist, Administrative Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Staff, Administrative Staff

Strategy2:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by student data.

Category: Continuous Improvement

Research Cited:

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Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Writing Professional Development - Teachers will be trained in best practices for writing instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Strategy2:

Writing Policies and Procedures - By having all teachers implement best practices when teaching writing, students will increase their knowledge of audience awareness, purpose/focus, idea development, structure, and language mechanics. The SBDM Council and administrators use PLCs, curriculum-based assessment data, and Program Review to evaluate the school writing program and resources.

Category: Integrated Methods for Learning

Research Cited:

Activity - Evaluation of Writing Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and Writing Committee will develop a procedure for evaluating and reflecting on the impact of writing instructional practices.	Policy and Process	02/04/2013	05/31/2017	\$0 - No Funding Required	Writing Committee, Principal, Leadership Team, Teachers

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Activity - School-Wide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clearfield Elementary will follow the school-wide writing plan that is based on the language arts core standards, shows progress on Program Review proficiency, and is vertically aligned to each grade level's instruction for writing.	Policy and Process	08/07/2014	05/31/2017	\$0 - No Funding Required	Administrative Staff, Teachers, Aides

Activity - Schoolwide Writing Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team and writing committee will develop a school-wide writing pacing guide based on the district writing action plan.	Direct Instruction	01/05/2015	05/31/2017	\$0 - No Funding Required	Leadership Team, Writing Committee, Teachers

Goal 5:

By 2021, Clearfield Elementary will reduce the total number of students scoring at the novice level in the math and reading from 43.2% to no less than 21.6% as measured by KPREP data.

Measurable Objective 1:

collaborate to reduce the total number of students scoring at the novice level in math and reading from 43.2% to no less than 34.5% by 05/31/2017 as measured by KPREP .

Strategy1:

30-60-90 Day Plan - Building level administration will work with district level administration to draft a 30-60-90 day plan to guide Clearfield's efforts at novice reduction.

Category: Continuous Improvement

Research Cited: <http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx>

Activity - District-wide Leadership 30-60-90 Day Plan Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will participate in a district-wide leadership team, the purpose of which is to implement and monitor the district's 30-60-90 day plan for novice reduction.	Professional Learning	12/09/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Ginny Laux, Title 1 Teacher

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building-level administrative personnel will meet with district-level administrative personnel to outline specific steps for planning, implementing, and monitoring the school's Novice Reduction Plan on a 30-60-90 Day Plan schedule.	Other - Collaborative meeting	12/04/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Mike Mathews, Title 1 Coordinator Allison Mathews, Curriculum Specialist

Goal 6:

Clearfield Elementary will focus on continually improving school culture for students, staff, parents, and community.

SY 2016-2017

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Measurable Objective 1:

collaborate to improve school culture for students, staff, parents, and community by 05/31/2018 as measured by Student voice, Tell Survey, parent involvement surveys.

Strategy1:

Increase parent involvement - The school will work to create an inviting atmosphere and host engaging events for parents.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent involvement initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host parent involvement opportunities, such as socials, festivals, literacy night, open house, etc., to increase and inspire parent involvement.	Parent Involvement	08/01/2016	06/01/2017	\$0 - Other	administrators, planning committee, PTC, SBDM Council, teachers and staff

Strategy2:

Encourage climate committee initiatives - The principal will empower members of the climate committee to make decisions and take actions that improve school culture.

Category: Continuous Improvement

Research Cited:

Activity - Climate committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's climate committee will meet regularly to plan activities that create a positive working and learning environment.	Recruitment and Retention	08/11/2016	06/01/2017	\$0 - No Funding Required	climate committee members, school administration

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Best practice, research-based strategies are used for core instruction, tier 1 differentiated small group instruction, and small group and individual interventions.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Teachers and instructional aides have all been trained on targeted intervention strategies.	

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Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Title 1 school-wide programming is aligned to Kentucky Academic Standards.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Title 1 programming allows for extended learning time for students.	

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	Title 1 programming is targeted toward those students experiencing an achievement gap, and is designed to meet academic needs by meeting students where they currently are in their skill development, and scaffolding their learning to reach expected academic standards.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Two CSIP goals focus specifically on students with disabilities, with emphasis on the development of reading and math skills.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	The Title 1 plan is being implemented as designed and is frequently evaluated for efficacy and updated as needed to meet student needs.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Strategies and activities are research-based best practices and do lead to academic growth for students. However, while students have demonstrated significant academic growth, some have not fully closed the achievement gap. Interventions and progress monitoring are ongoing.	

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	Goals, objectives, strategies, and activities directly address interventions for closing the achievement gap.	

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

Math Initiative - Teachers will implement the Kentucky Academic Standards for math.

Category: Continuous Improvement

Research Cited:

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Math Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for math by creating SMART goals and develop a plan to improve core math instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities for those students who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education and Title I teachers and school administrators

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

Strategy2:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

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Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss reading progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Reading Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for reading by creating SMART goals and develop a plan to improve core reading instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities to those who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, and Title I teachers and school administrators

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1%. by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

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Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3% by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by student data.

Category: Continuous Improvement

Research Cited:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Writing Professional Development - Teachers will be trained in best practices for writing instruction.

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Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Goal 5:

By 2021, Clearfield Elementary will reduce the total number of students scoring at the novice level in the math and reading from 43.2% to no less than 21.6% as measured by KPREP data.

Measurable Objective 1:

collaborate to reduce the total number of students scoring at the novice level in math and reading from 43.2% to no less than 34.5% by 05/31/2017 as measured by KPREP .

Strategy1:

30-60-90 Day Plan - Building level administration will work with district level administration to draft a 30-60-90 day plan to guide Clearfield's efforts at novice reduction.

Category: Continuous Improvement

Research Cited: <http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx>

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building-level administrative personnel will meet with district-level administrative personnel to outline specific steps for planning, implementing, and monitoring the school's Novice Reduction Plan on a 30-60-90 Day Plan schedule.	Other - Collaborative meeting	12/04/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Mike Mathews, Title 1 Coordinator Allison Mathews, Curriculum Specialist

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 and para-educators are highly qualified.	

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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	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support instruction is being provided by highly qualified teachers and para-educators?	Yes		

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

Highly Qualified Professional Development for Principals, Teachers, and Paraeducators

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Reading Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for reading by creating SMART goals and develop a plan to improve core reading instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities to those who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, and Title I teachers and school administrators

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss reading progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Strategy2:

Math Initiative - Teachers will implement the Kentucky Academic Standards for math.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

Activity - Math Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for math by creating SMART goals and develop a plan to improve core math instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities for those students who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education and Title I teachers and school administrators

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1%. by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

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Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3%. by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by student data.

Category: Continuous Improvement

Research Cited:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

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Writing Professional Development - Teachers will be trained in best practices for writing instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Goal 5:

By 2021, Clearfield Elementary will reduce the total number of students scoring at the novice level in the math and reading from 43.2% to no less than 21.6% as measured by KPREP data.

Measurable Objective 1:

collaborate to reduce the total number of students scoring at the novice level in math and reading from 43.2% to no less than 34.5% by 05/31/2017 as measured by KPREP .

Strategy1:

30-60-90 Day Plan - Building level administration will work with district level administration to draft a 30-60-90 day plan to guide Clearfield's efforts at novice reduction.

Category: Continuous Improvement

Research Cited: <http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx>

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building-level administrative personnel will meet with district-level administrative personnel to outline specific steps for planning, implementing, and monitoring the school's Novice Reduction Plan on a 30-60-90 Day Plan schedule.	Other - Collaborative meeting	12/04/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Mike Mathews, Title 1 Coordinator Allison Mathews, Curriculum Specialist

Goal 6:

Clearfield Elementary will focus on continually improving school culture for students, staff, parents, and community.

Measurable Objective 1:

collaborate to improve school culture for students, staff, parents, and community by 05/31/2018 as measured by Student voice, Tell Survey, parent involvement surveys.

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Strategy1:

Encourage climate committee initiatives - The principal will empower members of the climate committee to make decisions and take actions that improve school culture.

Category: Continuous Improvement

Research Cited:

Activity - Climate committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's climate committee will meet regularly to plan activities that create a positive working and learning environment.	Recruitment and Retention	08/11/2016	06/01/2017	\$0 - No Funding Required	climate committee members, school administration

Strategy2:

Increase parent involvement - The school will work to create an inviting atmosphere and host engaging events for parents.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent involvement initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host parent involvement opportunities, such as socials, festivals, literacy night, open house, etc., to increase and inspire parent involvement.	Parent Involvement	08/01/2016	06/01/2017	\$0 - Other	administrators, planning committee, PTC, SBDM Council, teachers and staff

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	The school provides professional development and job-embedded professional learning relating to Clearfield's goals and objectives.	

Label	Assurance	Response	Comment	Attachment
4.2	Does the school use data from the comprehensive needs assessment as part of the professional development planning process?	Yes	The CSIP goals and needs assessment drive professional development planning.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	All professional learning opportunities planned, coordinated, and/or implemented by the school are of high quality.	

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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 faculty and staff are invited to offer input and suggestions for professional learning opportunities. These suggestions are included in or addressed by the PD plan each year	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	In PLC meetings, teachers analyze student achievement data to understand the effectiveness of instructional strategies, which are derived from professional learning opportunities.	

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	The goals, objectives, strategies, and activities support professional learning for all.	

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Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Activity - Balanced Literacy Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include shared reading, guided reading or literature circles and literacy skills activities during reading blocks. Students with disabilities will receive instruction in reading in the Least Restrictive Environment, as specified in their IEPs. Reading instruction will be aligned with grade level English Language Arts Common Core Standards.	Direct Instruction	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, Title I teachers and aides

Strategy2:

Math Initiative - Teachers will implement the Kentucky Academic Standards for math.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1%. by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3%. by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by

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student data.

Category: Continuous Improvement

Research Cited:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Writing Professional Development - Teachers will be trained in best practices for writing instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Goal 5:

Clearfield Elementary will focus on continually improving school culture for students, staff, parents, and community.

Measurable Objective 1:

collaborate to improve school culture for students, staff, parents, and community by 05/31/2018 as measured by Student voice, Tell Survey, parent involvement surveys.

Strategy1:

Increase parent involvement - The school will work to create an inviting atmosphere and host engaging events for parents.

Category: Stakeholder Engagement

Research Cited:

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Activity - Parent involvement initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host parent involvement opportunities, such as socials, festivals, literacy night, open house, etc., to increase and inspire parent involvement.	Parent Involvement	08/01/2016	06/01/2017	\$0 - Other	administrators, planning committee, PTC, SBDM Council, teachers and staff

Strategy2:

Encourage climate committee initiatives - The principal will empower members of the climate committee to make decisions and take actions that improve school culture.

Category: Continuous Improvement

Research Cited:

Activity - Climate committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's climate committee will meet regularly to plan activities that create a positive working and learning environment.	Recruitment and Retention	08/11/2016	06/01/2017	\$0 - No Funding Required	climate committee members, school administration

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	The school maintains a close partnership with Morehead State University's teacher education program. Clearfield only considers highly qualified teacher candidates for teacher vacancies.	

Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	The school provides extensive professional development and job-embedded professional learning opportunities, in addition to maintaining a focus on relationship building and positive school climate.	

Label	Assurance	Response	Comment	Attachment
5.3	Does the improvement plan have specific Goals, Objectives, Strategies and/or Activities that support the recruitment and retention of highly qualified teachers?	Yes	The CSIP includes specific goals, objectives, strategies, and activities pertaining to quality professional learning and related supports.	

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Literacy Night for Students/Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the TELL Survey (2013) 50% of Clearfield teachers feel that parents support them which contributes to student achievement. A literacy night will be planned for Read Across America Week in conjunction with Dr. Suess' birthday. Teachers will organize literacy activities for parents and students. Teachers will work with parents to show them how to reinforce literacy activities at home. Books and literacy resources will be provided through Title I parent involvement funds. The school's parent organization, PTC, will assist in planning and funding the activity.	Parent Involvement	01/05/2015	03/31/2017	\$500 - Title I Part A \$250 - Booster Fund	Teachers, principal, and PTC

Strategy2:

RTI for Academic and Behavioral Support - Teachers will provide differentiated instruction for reading and math as outlined in academic Tier 2 and 3 RTI plans for students not scoring at benchmark on universal screeners or common assessments. Staff will clearly communicate and consistently reinforce SBDM Common Area Expectation policies, the Rowan County Schools Student Misconduct and Disciplinary Response, and individual classroom rules and consequences of misbehavior. Counselor, teachers and assistants will provide social skills and implement behavior tracking instruments for students with behavior Tier 2 and 3 RTI plans.

Category: Continuous Improvement

Research Cited:

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Activity - RTI Team Meetings for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review baseline data collected on a tracking instrument to determine students that are in need of behavior interventions and develop Tier 2 and Tier 3 plans to support a positive learning environment and to reduce the number of suspensions.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	RTI Team members, counselor, teachers, and assistants

Activity - RTI Team Meetings for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review data from universal screeners and diagnostic assessments to determine students that are in need of interventions and develop Tier 2 and Tier 3 plans.	Academic Support Program	01/03/2013	05/31/2017	\$50 - School Council Funds	RTI Team members, Title I Teacher and Assistant, Teachers, Assistants

Strategy3:

Kindergarten Readiness - Kindergarten readiness will be monitored using diagnostic screenings, and that data will be shared with all relevant stakeholders.

Category: Early Learning

Research Cited:

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students spend 3-4 half days with Kindergarten teachers learning basic skills and procedures.	Academic Support Program	08/01/2016	08/04/2016	\$600 - General Fund	Kindergarten teachers, administration

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1%. by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading RTI - Research-based programs will be used with fidelity by teachers and aides to provide interventions to students with disabilities in reading.

Category: Continuous Improvement

Research Cited:

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Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3%. by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Math RTI - Research-based programs will be used with fidelity by teachers and aides to provide students with disabilities with interventions in math.

Category: Integrated Methods for Learning

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Goal 4:

Clearfield Elementary will focus on continually improving school culture for students, staff, parents, and community.

Measurable Objective 1:

collaborate to improve school culture for students, staff, parents, and community by 05/31/2018 as measured by Student voice, Tell Survey, parent involvement surveys.

Strategy1:

Increase parent involvement - The school will work to create an inviting atmosphere and host engaging events for parents.

Category: Stakeholder Engagement

Research Cited:

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Activity - Parent involvement initiatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host parent involvement opportunities, such as socials, festivals, literacy night, open house, etc., to increase and inspire parent involvement.	Parent Involvement	08/01/2016	06/01/2017	\$0 - Other	administrators, planning committee, PTC, SBDM Council, teachers and staff

Strategy2:

Encourage climate committee initiatives - The principal will empower members of the climate committee to make decisions and take actions that improve school culture.

Category: Continuous Improvement

Research Cited:

Activity - Climate committee meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school's climate committee will meet regularly to plan activities that create a positive working and learning environment.	Recruitment and Retention	08/11/2016	06/01/2017	\$0 - No Funding Required	climate committee members, school administration

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	The school posted a parent involvement survey on the school's website to solicit parent input. Parents participate in the school via the PTC organization and the SBDM Council. The school sponsors multiple evening special events throughout the year to boost parent involvement.	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Parents serve on and are represented by the school's SBDM Council.	

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 parent involvement policy and compact was approved by the SBDM Council, including parent members. Parent input and feedback have been sought through parent surveys.	

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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	The evaluation of parent involvement has occurred by means of discussions during SBDM Council meetings as well as informal discussions between the PTC council and school leadership.	

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	Specific strategies and activities address aspects of parent involvement.	

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Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, Clearfield helps enhance reading instruction to help increase student achievement in literacy and help students close the achievement gap if they are starting school below their expected academic level.	Academic Support Program	08/07/2014	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Strategy2:

Kindergarten Readiness - Kindergarten readiness will be monitored using diagnostic screenings, and that data will be shared with all relevant stakeholders.

Category: Early Learning

Research Cited:

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will collaborate with preschool teachers and building assessment coordinator to administer the Brigance assessment and analyze the data results.	Other - Diagnostic Screening	08/13/2015	10/03/2016	\$0 - Other	Kindergarten teachers, Preschool teachers, Building assessment coordinator

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students spend 3-4 half days with Kindergarten teachers learning basic skills and procedures.	Academic Support Program	08/01/2016	08/04/2016	\$600 - General Fund	Kindergarten teachers, administration

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 teachers use research-based, best practice strategies to help ease students' transition to 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?	Yes	The CSIP includes strategies and activities designed to support the transition from early childhood programs to elementary school.	

DRAFT

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 averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

RTI for Academic and Behavioral Support - Teachers will provide differentiated instruction for reading and math as outlined in academic Tier 2 and 3 RTI plans for students not scoring at benchmark on universal screeners or common assessments. Staff will clearly communicate and consistently reinforce SBDM Common Area Expectation policies, the Rowan County Schools Student Misconduct and Disciplinary Response, and individual classroom rules and consequences of misbehavior. Counselor, teachers and assistants will provide social skills and implement behavior tracking instruments for students with behavior Tier 2 and 3 RTI plans.

Category: Continuous Improvement

Research Cited:

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor, teachers and assistants will provide students with behavior RTI plans with social skills and use a tracking instrument to collect data.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	Counselor, teachers and assistants

Activity - Universal Screeners for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, teachers and aides will administer MAP assessments in reading and math three times a year to all students.	Academic Support Program	01/03/2013	05/31/2017	\$20000 - District Funding	Administrators, teachers, and aides

Activity - Fluency Assessments for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and aides will administer fluency assessments (DIBELS, SNAP, DNK, PASI, PSI, etc.) in reading and math to students not scoring at benchmark on universal screeners.	Academic Support Program	01/03/2013	05/31/2017	\$200 - School Council Funds	Teachers and aides

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Clearfield Elementary School

Activity - Progress Monitoring Reviews of RTI plans for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and assistants will progress monitor students with academic RTI plans for reading and math every two weeks. The RTI team will schedule follow-up meetings to review progress data collected on students receiving RTI for academic support to determine the success of the intervention and revise plans if needed or to make referrals for special education.	Academic Support Program	01/03/2013	05/31/2017	\$100 - School Council Funds	RTI Team members, Title I Teacher and Assistant, classroom teachers and aides

Activity - RTI Team Meetings for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review baseline data collected on a tracking instrument to determine students that are in need of behavior interventions and develop Tier 2 and Tier 3 plans to support a positive learning environment and to reduce the number of suspensions.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	RTI Team members, counselor, teachers, and assistants

Activity - RTI Team Meetings for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review data from universal screeners and diagnostic assessments to determine students that are in need of interventions and develop Tier 2 and Tier 3 plans.	Academic Support Program	01/03/2013	05/31/2017	\$50 - School Council Funds	RTI Team members, Title I Teacher and Assistant, Teachers, Assistants

Activity - Progress Monitoring Reviews of RTI plans for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, teachers and assistants will progress monitor students with behavior RTI plans. The RTI team will schedule follow-up meetings to review progress data collected on students receiving behavior support to determine the successfulness of the intervention and revise plans if needed or to make referrals for special education.	Behavioral Support Program	01/03/2013	05/31/2017	\$0 - No Funding Required	RTI Team members, Counselor, classroom teachers and aides

Strategy2:

Math Initiative - Teachers will implement the Kentucky Academic Standards for math.

Category: Continuous Improvement

Research Cited:

Activity - Math Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for math by creating SMART goals and develop a plan to improve core math instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities for those students who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education and Title I teachers and school administrators

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Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, this will help provide for in-depth core math instruction to help increase student achievement in math.	Academic Support Program	08/08/2013	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Math Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on Kentucky Math Academic Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

Strategy3:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, Clearfield helps enhance reading instruction to help increase student achievement in literacy and help students close the achievement gap if they are starting school below their expected academic level.	Academic Support Program	08/07/2014	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Activity - Reading Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for reading by creating SMART goals and develop a plan to improve core reading instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities to those who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, and Title I teachers and school administrators

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Activity - Balanced Literacy Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include shared reading, guided reading or literature circles and literacy skills activities during reading blocks. Students with disabilities will receive instruction in reading in the Least Restrictive Environment, as specified in their IEPs. Reading instruction will be aligned with grade level English Language Arts Common Core Standards.	Direct Instruction	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, Title I teachers and aides

Activity - Reading Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on the Kentucky ELA Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Activity - Literacy Night for Students/Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the TELL Survey (2013) 50% of Clearfield teachers feel that parents support them which contributes to student achievement. A literacy night will be planned for Read Across America Week in conjunction with Dr. Seuss' birthday. Teachers will organize literacy activities for parents and students. Teachers will work with parents to show them how to reinforce literacy activities at home. Books and literacy resources will be provided through Title I parent involvement funds. The school's parent organization, PTC, will assist in planning and funding the activity.	Parent Involvement	01/05/2015	03/31/2017	\$500 - Title I Part A \$250 - Booster Fund	Teachers, principal, and PTC

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss reading progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Strategy4:

Kindergarten Readiness - Kindergarten readiness will be monitored using diagnostic screenings, and that data will be shared with all relevant stakeholders.

Category: Early Learning

Research Cited:

KDE Title I Report

Clearfield Elementary School

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students spend 3-4 half days with Kindergarten teachers learning basic skills and procedures.	Academic Support Program	08/01/2016	08/04/2016	\$600 - General Fund	Kindergarten teachers, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will collaborate with preschool teachers and building assessment coordinator to administer the Brigance assessment and analyze the data results.	Other - Diagnostic Screening	08/13/2015	10/03/2016	\$0 - Other	Kindergarten teachers, Preschool teachers, Building assessment coordinator

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1% by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading RTI - Research-based programs will be used with fidelity by teachers and aides to provide interventions to students with disabilities in reading.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures / progress monitoring tools/DIBELS at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Title 1 Teacher, Teachers, School Administrators

Activity - Differentiated Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten through 3rd grade will participate in Walk-To groups based on 95% lessons that target phonics, phonemic awareness, and fluency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Teacher, Reading Curriculum Specialist

Activity - 95% Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be administered 95% assessments (PASI and PSI), and the resulting diagnostic data will be used to develop intervention groups.	Academic Support Program	02/04/2013	05/31/2017	\$100 - School Council Funds	Teachers, Assistants, Title I Teacher

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Activity - 95% Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in 3rd through 5th grade will participate in 95% lessons that teach multi-syllabic words and comprehension strategies.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Aides

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Strategy2:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3% by SY 2016-2017

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05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by student data.

Category: Continuous Improvement

Research Cited:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Writing Professional Development - Teachers will be trained in best practices for writing instruction.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Goal 5:

Clearfield Elementary will focus on the development and improvement of programs monitored via the Program Reviews.

Measurable Objective 1:

collaborate to improve the quality of the Arts & Humanities, Writing, K-3, PL/CS, and World Language programs by 05/31/2016 as measured by as measured by KDE's Program Reviews, conducted by Clearfield Elementary.

Strategy1:

Professional Learning Community - Teachers will collaborate in PLCs to develop and improve the Arts & Humanities program.

Category: Professional Learning & Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade-level collaborative groups to improve Program Review content area programs.	Professional Learning	08/13/2015	05/31/2017	\$0 - No Funding Required	Teachers

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Teachers collaborate to design, score, and analyze common formative and summative assessments.	

Label	Assurance	Response	Comment	Attachment
8.2	Do all teachers participate in the analysis of data and the development of the overall instructional program at the school?	Yes	All teachers participate in the analysis of data and development of the instructional program, primarily through PLC meetings.	

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	The CSIP contains strategies and activities designed to support the inclusion of teachers.	

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:
Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:
collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:
Math Initiative - Teachers will implement the Kentucky Academic Standards for math.
Category: Continuous Improvement
Research Cited:

Activity - Math Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for math by creating SMART goals and develop a plan to improve core math instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities for those students who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education and Title I teachers and school administrators

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Math Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on Kentucky Math Academic Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, this will help provide for in-depth core math instruction to help increase student achievement in math.	Academic Support Program	08/08/2013	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Strategy2:

Kindergarten Readiness - Kindergarten readiness will be monitored using diagnostic screenings, and that data will be shared with all relevant stakeholders.

Category: Early Learning

Research Cited:

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will collaborate with preschool teachers and building assessment coordinator to administer the Brigance assessment and analyze the data results.	Other - Diagnostic Screening	08/13/2015	10/03/2016	\$0 - Other	Kindergarten teachers, Preschool teachers, Building assessment coordinator

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students spend 3-4 half days with Kindergarten teachers learning basic skills and procedures.	Academic Support Program	08/01/2016	08/04/2016	\$600 - General Fund	Kindergarten teachers, administration

Strategy3:

RTI for Academic and Behavioral Support - Teachers will provide differentiated instruction for reading and math as outlined in academic Tier 2 and 3 RTI plans for students not scoring at benchmark on universal screeners or common assessments. Staff will clearly communicate and consistently reinforce SBDM Common Area Expectation policies, the Rowan County Schools Student Misconduct and Disciplinary Response, and individual classroom rules and consequences of misbehavior. Counselor, teachers and assistants will provide social skills and implement behavior tracking instruments for students with behavior Tier 2 and 3 RTI plans.

Category: Continuous Improvement

Research Cited:

Activity - RTI Team Meetings for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review data from universal screeners and diagnostic assessments to determine students that are in need of interventions and develop Tier 2 and Tier 3 plans.	Academic Support Program	01/03/2013	05/31/2017	\$50 - School Council Funds	RTI Team members, Title I Teacher and Assistant, Teachers, Assistants

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Activity - RTI Team Meetings for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review baseline data collected on a tracking instrument to determine students that are in need of behavior interventions and develop Tier 2 and Tier 3 plans to support a positive learning environment and to reduce the number of suspensions.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	RTI Team members, counselor, teachers, and assistants

Activity - Progress Monitoring Reviews of RTI plans for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, teachers and assistants will progress monitor students with behavior RTI plans. The RTI team will schedule follow-up meetings to review progress data collected on students receiving behavior support to determine the successfulness of the intervention and revise plans if needed or to make referrals for special education.	Behavioral Support Program	01/03/2013	05/31/2017	\$0 - No Funding Required	RTI Team members, Counselor, classroom teachers and aides

Activity - Universal Screeners for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, teachers and aides will administer MAP assessments in reading and math three times a year to all students.	Academic Support Program	01/03/2013	05/31/2017	\$20000 - District Funding	Administrators, teachers, and aides

Activity - Progress Monitoring Reviews of RTI plans for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and assistants will progress monitor students with academic RTI plans for reading and math every two weeks. The RTI team will schedule follow-up meetings to review progress data collected on students receiving RTI for academic support to determine the success of the intervention and revise plans if needed or to make referrals for special education.	Academic Support Program	01/03/2013	05/31/2017	\$100 - School Council Funds	RTI Team members, Title I Teacher and Assistant, classroom teachers and aides

Activity - Fluency Assessments for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and aides will administer fluency assessments (DIBELS, SNAP, DNK, PASI, PSI, etc.) in reading and math to students not scoring at benchmark on universal screeners.	Academic Support Program	01/03/2013	05/31/2017	\$200 - School Council Funds	Teachers and aides

Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor, teachers and assistants will provide students with behavior RTI plans with social skills and use a tracking instrument to collect data.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	Counselor, teachers and assistants

Strategy4:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

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Research Cited:

Activity - Reading Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for reading by creating SMART goals and develop a plan to improve core reading instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities to those who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, and Title I teachers and school administrators

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss reading progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, Clearfield helps enhance reading instruction to help increase student achievement in literacy and help students close the achievement gap if they are starting school below their expected academic level.	Academic Support Program	08/07/2014	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Activity - Balanced Literacy Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include shared reading, guided reading or literature circles and literacy skills activities during reading blocks. Students with disabilities will receive instruction in reading in the Least Restrictive Environment, as specified in their IEPs. Reading instruction will be aligned with grade level English Language Arts Common Core Standards.	Direct Instruction	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, Title I teachers and aides

Activity - Literacy Night for Students/Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the TELL Survey (2013) 50% of Clearfield teachers feel that parents support them which contributes to student achievement. A literacy night will be planned for Read Across America Week in conjunction with Dr. Suess' birthday. Teachers will organize literacy activities for parents and students. Teachers will work with parents to show them how to reinforce literacy activities at home. Books and literacy resources will be provided through Title I parent involvement funds. The school's parent organization, PTC, will assist in planning and funding the activity.	Parent Involvement	01/05/2015	03/31/2017	\$250 - Booster Fund \$500 - Title I Part A	Teachers, principal, and PTC

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Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Activity - Reading Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on the Kentucky ELA Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1% by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

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Strategy2:

Reading RTI - Research-based programs will be used with fidelity by teachers and aides to provide interventions to students with disabilities in reading.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures / progress monitoring tools/DIBELS at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Title 1 Teacher, Teachers, School Administrators

Activity - Differentiated Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten through 3rd grade will participate in Walk-To groups based on 95% lessons that target phonics, phonemic awareness, and fluency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Teacher, Reading Curriculum Specialist

Activity - 95% Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be administered 95% assessments (PASI and PSI), and the resulting diagnostic data will be used to develop intervention groups.	Academic Support Program	02/04/2013	05/31/2017	\$100 - School Council Funds	Teachers, Assistants, Title I Teacher

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Activity - 95% Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in 3rd through 5th grade will participate in 95% lessons that teach multi-syllabic words and comprehension strategies.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Aides

Goal 3:

Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3%. by

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05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Math RTI - Research-based programs will be used with fidelity by teachers and aides to provide students with disabilities with interventions in math.

Category: Integrated Methods for Learning

Research Cited:

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive interventions based on individual levels through the IXL math technology program.	Technology	02/04/2013	05/31/2017	\$1500 - Other	Teachers, Assistants, Title I Staff, Administrative Staff

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Staff, Administrative Staff

Activity - RTI Math Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten and first grade will participate in differentiated small groups based on Math assessments.	Academic Support Program	08/13/2015	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Staff, District Math Interventionist, Administrative Staff

Strategy2:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by student data.

Category: Continuous Improvement

Research Cited:

Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Writing Policies and Procedures - By having all teachers implement best practices when teaching writing, students will increase their knowledge of audience awareness, purpose/focus, idea development, structure, and language mechanics. The SBDM Council and administrators use PLCs, curriculum-based assessment data, and Program Review to evaluate the school writing program and resources.

Category: Integrated Methods for Learning

Research Cited:

Activity - Evaluation of Writing Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and Writing Committee will develop a procedure for evaluating and reflecting on the impact of writing instructional practices.	Policy and Process	02/04/2013	05/31/2017	\$0 - No Funding Required	Writing Committee, Principal, Leadership Team, Teachers

Activity - Schoolwide Writing Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team and writing committee will develop a school-wide writing pacing guide based on the district writing action plan.	Direct Instruction	01/05/2015	05/31/2017	\$0 - No Funding Required	Leadership Team, Writing Committee, Teachers

Activity - School-Wide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clearfield Elementary will follow the school-wide writing plan that is based on the language arts core standards, shows progress on Program Review proficiency, and is vertically aligned to each grade level's instruction for writing.	Policy and Process	08/07/2014	05/31/2017	\$0 - No Funding Required	Administrative Staff, Teachers, Aides

Strategy2:

Writing Professional Development - Teachers will be trained in best practices for writing instruction.

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Goal 5:

By 2021, Clearfield Elementary will reduce the total number of students scoring at the novice level in the math and reading from 43.2% to no less than 21.6% as measured by KPREP data.

Measurable Objective 1:

collaborate to reduce the total number of students scoring at the novice level in math and reading from 43.2% to no less than 34.5% by 05/31/2017 as measured by KPREP .

Strategy1:

30-60-90 Day Plan - Building level administration will work with district level administration to draft a 30-60-90 day plan to guide Clearfield's efforts at novice reduction.

Category: Continuous Improvement

Research Cited: <http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx>

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building-level administrative personnel will meet with district-level administrative personnel to outline specific steps for planning, implementing, and monitoring the school's Novice Reduction Plan on a 30-60-90 Day Plan schedule.	Other - Collaborative meeting	12/04/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Mike Mathews, Title 1 Coordinator Allison Mathews, Curriculum Specialist

Activity - District-wide Leadership 30-60-90 Day Plan Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will participate in a district-wide leadership team, the purpose of which is to implement and monitor the district's 30-60-90 day plan for novice reduction.	Professional Learning	12/09/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Ginny Laux, Title 1 Teacher

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	The school provides timely and effective interventions to students who are at risk of not meeting state standards through differentiated tier 1 instruction, and targeted tier 2 and tier 3 interventions.	

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	The school has a comprehensive RTI process to identify students at risk and in need of assistance.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Teachers and para-educators collaborate with regard to both instructional planning and tiered interventions.	

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	All goals, objectives, strategies, and activities are ultimately designed to support the school's efforts to meet state academic standards.	

DRAFT

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged combined reading and math K-Prep scores for Clearfield Elementary students from 45.0 2016 to 70.2 in 2019.

Measurable Objective 1:

collaborate to increase the average combined reading and math K-Prep scores to 53.4 by 05/12/2017 as measured by the 2017 K-Prep.

Strategy1:

Math Initiative - Teachers will implement the Kentucky Academic Standards for math.

Category: Continuous Improvement

Research Cited:

Activity - Math Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on Kentucky Math Academic Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Math Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for math by creating SMART goals and develop a plan to improve core math instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities for those students who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education and Title I teachers and school administrators

Activity - Professional Development in Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional learning in curriculum and instructional strategies for Math	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administration, teachers

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Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, this will help provide for in-depth core math instruction to help increase student achievement in math.	Academic Support Program	08/08/2013	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Strategy2:

Literacy Initiatives - Teachers will implement the Kentucky Academic Standards for English/Language Arts.

Category: Continuous Improvement

Research Cited:

Activity - Full-Day Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
By providing full-day Kindergarten, Clearfield helps enhance reading instruction to help increase student achievement in literacy and help students close the achievement gap if they are starting school below their expected academic level.	Academic Support Program	08/07/2014	05/31/2017	\$55841 - Title I Part A	Kindergarten teachers, Principal, Title I Director

Activity - Data Leadership Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leadership staff at the school and district will meet individually with teachers to discuss reading progress data of students in their classrooms.	Academic Support Program	02/02/2015	05/31/2017	\$150 - Other	Principal, Counselor, Title I Teacher, Curriculum Coach, School Liaison

Activity - Professional Development in Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Extensive and ongoing professional development for all classroom and special education teachers in Reading.	Professional Learning	06/01/2016	06/01/2017	\$0 - General Fund	PD coordinator, PD chair, administrators, teachers

Activity - Literacy Night for Students/Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
According to the TELL Survey (2013) 50% of Clearfield teachers feel that parents support them which contributes to student achievement. A literacy night will be planned for Read Across America Week in conjunction with Dr. Seuss' birthday. Teachers will organize literacy activities for parents and students. Teachers will work with parents to show them how to reinforce literacy activities at home. Books and literacy resources will be provided through Title I parent involvement funds. The school's parent organization, PTC, will assist in planning and funding the activity.	Parent Involvement	01/05/2015	03/31/2017	\$250 - Booster Fund \$500 - Title I Part A	Teachers, principal, and PTC

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Activity - Balanced Literacy Approach	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include shared reading, guided reading or literature circles and literacy skills activities during reading blocks. Students with disabilities will receive instruction in reading in the Least Restrictive Environment, as specified in their IEPs. Reading instruction will be aligned with grade level English Language Arts Common Core Standards.	Direct Instruction	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, Title I teachers and aides

Activity - Reading Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLCs, teachers and administrators will analyze data from common formative and summative assessments for reading by creating SMART goals and develop a plan to improve core reading instruction, intervene with students scoring below school benchmark, and provide enrichment opportunities to those who have met benchmark.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Classroom, special education, and Title I teachers and school administrators

Activity - Reading Common Formative and Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers at each grade level will develop common formative and summative assessments based on the Kentucky ELA Standards.	Academic Support Program	02/04/2013	05/31/2017	\$200 - School Council Funds	Classroom, special education and Title I teachers

Strategy3:

Kindergarten Readiness - Kindergarten readiness will be monitored using diagnostic screenings, and that data will be shared with all relevant stakeholders.

Category: Early Learning

Research Cited:

Activity - Kindergarten Academy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Incoming kindergarten students spend 3-4 half days with Kindergarten teachers learning basic skills and procedures.	Academic Support Program	08/01/2016	08/04/2016	\$600 - General Fund	Kindergarten teachers, administration

Activity - Brigance Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will collaborate with preschool teachers and building assessment coordinator to administer the Brigance assessment and analyze the data results.	Other - Diagnostic Screening	08/13/2015	10/03/2016	\$0 - Other	Kindergarten teachers, Preschool teachers, Building assessment coordinator

Strategy4:

RTI for Academic and Behavioral Support - Teachers will provide differentiated instruction for reading and math as outlined in academic Tier 2 and 3 RTI plans for students not scoring at benchmark on universal screeners or common assessments. Staff will clearly communicate and consistently reinforce SBDM Common Area Expectation policies, the Rowan County Schools Student Misconduct and Disciplinary

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Response, and individual classroom rules and consequences of misbehavior. Counselor, teachers and assistants will provide social skills and implement behavior tracking instruments for students with behavior Tier 2 and 3 RTI plans.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring Reviews of RTI plans for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and assistants will progress monitor students with academic RTI plans for reading and math every two weeks. The RTI team will schedule follow-up meetings to review progress data collected on students receiving RTI for academic support to determine the success of the intervention and revise plans if needed or to make referrals for special education.	Academic Support Program	01/03/2013	05/31/2017	\$100 - School Council Funds	RTI Team members, Title I Teacher and Assistant, classroom teachers and aides

Activity - Fluency Assessments for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and aides will administer fluency assessments (DIBELS, SNAP, DNK, PASI, PSI, etc.) in reading and math to students not scoring at benchmark on universal screeners.	Academic Support Program	01/03/2013	05/31/2017	\$200 - School Council Funds	Teachers and aides

Activity - RTI Team Meetings for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review baseline data collected on a tracking instrument to determine students that are in need of behavior interventions and develop Tier 2 and Tier 3 plans to support a positive learning environment and to reduce the number of suspensions.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	RTI Team members, counselor, teachers, and assistants

Activity - Progress Monitoring Reviews of RTI plans for Behavioral Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Counselor, teachers and assistants will progress monitor students with behavior RTI plans. The RTI team will schedule follow-up meetings to review progress data collected on students receiving behavior support to determine the successfulness of the intervention and revise plans if needed or to make referrals for special education.	Behavioral Support Program	01/03/2013	05/31/2017	\$0 - No Funding Required	RTI Team members, Counselor, classroom teachers and aides

Activity - Universal Screeners for Academic Areas of Math and Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, teachers and aides will administer MAP assessments in reading and math three times a year to all students.	Academic Support Program	01/03/2013	05/31/2017	\$20000 - District Funding	Administrators, teachers, and aides

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Activity - Behavior Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The counselor, teachers and assistants will provide students with behavior RTI plans with social skills and use a tracking instrument to collect data.	Behavioral Support Program	01/03/2013	05/31/2017	\$300 - State Funds	Counselor, teachers and assistants

Activity - RTI Team Meetings for Academic Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will continue to meet with classroom teachers to review data from universal screeners and diagnostic assessments to determine students that are in need of interventions and develop Tier 2 and Tier 3 plans.	Academic Support Program	01/03/2013	05/31/2017	\$50 - School Council Funds	RTI Team members, Title I Teacher and Assistant, Teachers, Assistants

Goal 2:

Increase the reading proficiency ratings for students with disabilities from 22.6 in 2016 to 63.2 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.1%. by 05/31/2017 as measured by the 2017 K-Prep.

Strategy1:

Reading Professional Development - Teachers will be trained in best practices for reading instruction dealing with students with disabilities.

Category: Professional Learning & Support

Research Cited:

Activity - Job-Embedded Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special education teachers and regular education teachers will be provided research-based intervention strategies to help close the reading gap with students with disabilities.	Professional Learning	01/08/2013	05/31/2017	\$1000 - State Funds	Principal, school/district administrators, special education teachers, regular education teachers

Activity - 95% Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers, aides, and resource teachers will be trained on 95% intervention materials.	Academic Support Program	02/19/2013	05/31/2017	\$2000 - District Funding	Title I Staff, Administrative Staff, Classroom Teachers, Resource Teachers, curriculum specialist

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Activity - Novice reduction initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Novice reduction strategies for special education and collaborating teachers	Professional Learning	08/01/2016	06/01/2017	\$0 - IDEA	District special education coordinator, PD coordinator, administration, special education teachers, collaborating teachers

Strategy2:

Reading RTI - Research-based programs will be used with fidelity by teachers and aides to provide interventions to students with disabilities in reading.

Category: Continuous Improvement

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures / progress monitoring tools/DIBELS at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Title 1 Teacher, Teachers, School Administrators

Activity - Differentiated Reading Intervention Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten through 3rd grade will participate in Walk-To groups based on 95% lessons that target phonics, phonemic awareness, and fluency.	Academic Support Program	08/11/2016	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Teacher, Reading Curriculum Specialist

Activity - 95% Diagnostic Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be administered 95% assessments (PASI and PSI), and the resulting diagnostic data will be used to develop intervention groups.	Academic Support Program	02/04/2013	05/31/2017	\$100 - School Council Funds	Teachers, Assistants, Title I Teacher

Activity - 95% Group Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in 3rd through 5th grade will participate in 95% lessons that teach multi-syllabic words and comprehension strategies.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Aides

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Goal 3:

SY 2016-2017

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Increase the math proficiency ratings for students with disabilities from 25.8 in 2016 to 57.3 in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring of 2017, by increasing the number of proficient and distinguished students with disabilities to 36.3% by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Math RTI - Research-based programs will be used with fidelity by teachers and aides to provide students with disabilities with interventions in math.

Category: Integrated Methods for Learning

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math interventions will be provided by support personnel from extended school services for students with disabilities.	Academic Support Program	01/07/2013	05/31/2017	\$5000 - District Funding	ESS Tutor, Administrative Staff

Activity - RTI Math Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities in kindergarten and first grade will participate in differentiated small groups based on Math assessments.	Academic Support Program	08/13/2015	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Staff, District Math Interventionist, Administrative Staff

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will be progress monitored using curriculum-based measures at least once a month and as needed when students are not making adequate progress.	Academic Support Program	02/04/2013	05/31/2017	\$0 - No Funding Required	Teachers, Assistants, Title I Staff, Administrative Staff

Activity - IXL Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive interventions based on individual levels through the IXL math technology program.	Technology	02/04/2013	05/31/2017	\$1500 - Other	Teachers, Assistants, Title I Staff, Administrative Staff

Strategy2:

Professional Development - Teachers will access training in best practices for math instruction for students with disabilities, as indicated by student data.

Category: Continuous Improvement

Research Cited:

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Activity - Math Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, classroom and special education, will participate in professional learning on strategies to help close the math gap with students with disabilities.	Professional Learning	08/08/2014	05/31/2017	\$16000 - District Funding	Title I Teacher, Classroom Teachers, Special Education teachers, Administrative Staff

Goal 4:

Increase writing proficiency ratings from 44.7% in 2016 to 76.3% in 2019.

Measurable Objective 1:

demonstrate a proficiency by Spring 2017, increase the overall writing proficiency scores from 44.7 to 55.2 by 05/31/2017 as measured by the 2017 KPREP.

Strategy1:

Writing Policies and Procedures - By having all teachers implement best practices when teaching writing, students will increase their knowledge of audience awareness, purpose/focus, idea development, structure, and language mechanics. The SBDM Council and administrators use PLCs, curriculum-based assessment data, and Program Review to evaluate the school writing program and resources.

Category: Integrated Methods for Learning

Research Cited:

Activity - Evaluation of Writing Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and Writing Committee will develop a procedure for evaluating and reflecting on the impact of writing instructional practices.	Policy and Process	02/04/2013	05/31/2017	\$0 - No Funding Required	Writing Committee, Principal, Leadership Team, Teachers

Activity - School-Wide Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Clearfield Elementary will follow the school-wide writing plan that is based on the language arts core standards, shows progress on Program Review proficiency, and is vertically aligned to each grade level's instruction for writing.	Policy and Process	08/07/2014	05/31/2017	\$0 - No Funding Required	Administrative Staff, Teachers, Aides

Activity - Schoolwide Writing Pacing Guide	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The leadership team and writing committee will develop a school-wide writing pacing guide based on the district writing action plan.	Direct Instruction	01/05/2015	05/31/2017	\$0 - No Funding Required	Leadership Team, Writing Committee, Teachers

Strategy2:

Writing Professional Development - Teachers will be trained in best practices for writing instruction.

Category: Professional Learning & Support

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to receive job-embedded professional development and regular professional development to assist with ideas, strategies, and best practices of teaching writing.	Professional Learning	08/07/2014	06/01/2017	\$1000 - District Funding	Administrative Staff, Teachers, Assistants

Goal 5:

By 2021, Clearfield Elementary will reduce the total number of students scoring at the novice level in the math and reading from 43.2% to no less than 21.6% as measured by KPREP data.

Measurable Objective 1:

collaborate to reduce the total number of students scoring at the novice level in math and reading from 43.2% to no less than 34.5% by 05/31/2017 as measured by KPREP .

Strategy1:

30-60-90 Day Plan - Building level administration will work with district level administration to draft a 30-60-90 day plan to guide Clearfield's efforts at novice reduction.

Category: Continuous Improvement

Research Cited: <http://education.ky.gov/school/stratclsgap/contassessment/Pages/Systems-of-Continuous-Improvement.aspx>

Activity - Collaboration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building-level administrative personnel will meet with district-level administrative personnel to outline specific steps for planning, implementing, and monitoring the school's Novice Reduction Plan on a 30-60-90 Day Plan schedule.	Other - Collaborative meeting	12/04/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Mike Mathews, Title 1 Coordinator Allison Mathews, Curriculum Specialist

Activity - District-wide Leadership 30-60-90 Day Plan Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will participate in a district-wide leadership team, the purpose of which is to implement and monitor the district's 30-60-90 day plan for novice reduction.	Professional Learning	12/09/2015	05/31/2017	\$0 - No Funding Required	Misty Litton, Principal April Ratliff, Guidance Counselor Ginny Laux, Title 1 Teacher

Goal 6:

Clearfield Elementary will focus on the development and improvement of programs monitored via the Program Reviews.

Measurable Objective 1:

collaborate to improve the quality of the Arts & Humanities, Writing, K-3, PL/CS, and World Language programs by 05/31/2016 as measured SY 2016-2017

by as measured by KDE's Program Reviews, conducted by Clearfield Elementary.

Strategy1:

Monitoring by SBDM Council - The members of the SBDM Council, consisting of parent and teacher members, will stay informed and engaged in the process of program review and improvement in the areas of Writing, Arts & Humanities, K-3 (Primary), Practical Living & Career Studies, and World Language and Global Competency.

Category: Stakeholder Engagement

Research Cited:

Activity - SBDM Council Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SBDM Council meetings will be used as a regular forum to discuss the quality of programs monitored by program reviews, as well as the basis for policy regarding the reviews.	Community Engagement Policy and Process	09/01/2015	05/31/2017	\$0 - No Funding Required	Principal, SBDM Council members

Strategy2:

Professional Learning Community - Teachers will collaborate in PLCs to develop and improve the Arts & Humanities program.

Category: Professional Learning & Support

Research Cited:

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work in grade-level collaborative groups to improve Program Review content area programs.	Professional Learning	08/13/2015	05/31/2017	\$0 - No Funding Required	Teachers

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	The Title 1 school-wide program is coordinated and integrated according to implementation standards using funds made available.	

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 CSIP includes funding sources that support the coordination and integration of federal, state, and local funds to improve student achievement.	