



KDE Title I Report

Rodburn Elementary School

Rowan County

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Morehead, KY 40351

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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.

DRAFT

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	Rodburn Elementary uses multiple academic and non-academic data such as: KPREP MAP DIBELS Brigance Classroom formative/summative assessments Attendance Student Placement Policy Free/Reduced Lunch	

Label	Assurance	Response	Comment	Attachment
1.2	Did the analyzed data identify the school's priority needs?	Yes	After analyzing all academic and non-academic data, Rodburn has developed a 30/60/90 day plan along with the CSIP.	

Label	Assurance	Response	Comment	Attachment
1.3	Are needs prioritized based on grade level, content level or the achievement level of subgroups?	Yes	Needs are prioritized through Professional Learning Communities, Individual Data Team Meetings, Instructional Leadership Meetings.	

Label	Assurance	Response	Comment	Attachment
1.4	Were specific achievement gap issues identified and prioritized as part of the comprehensive needs assessment process?	Yes	Achievement gaps were identified in the areas of reading and math which is addressed through the CSIP.	

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	Goals, Objectives, Strategies and/or Activities are listed through the CSIP.	

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Extended School Services - Students will receive tutoring instruction in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students were provided the opportunity to attend a 3 day Kindergarten Camp which worked on Kindergarten readiness skills in the areas of reading and math.	Academic Support Program	08/04/2015	08/06/2015	\$1000 - Other	Kindergarten Teachers, Instructional Aides, Guidance Counselor, Title 1 Teacher, and Principal.

Strategy2:

Learning Environment - Behavior expectations will be communicated and followed by all students. Common area rules and classroom expectations will support an environment appropriate for learning. Consistent implementation of the expectations will reduce the number of suspensions and support engagement of all students in learning. Students with disabilities will receive academic support in the Least Restrictive Environment, as specified in the IEP.

Category: Continuous Improvement

Research Cited:

Activity - CHAMPS/PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School behavior expectations are clearly outlined using the CHAMPS program consistently across all school areas. The school PBIS team meets monthly to address behavior issues/expectations. By implementing CHAMPS and PBIS, student suspensions will be limited.	Behavioral Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	All Teachers, Staff, and Administrators

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Activity - Instructional Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive instruction in the Least Restrictive Environment, as specified in the IEP. Instruction will be aligned with grade level Common Standards.	Direct Instruction	08/13/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Principal

Activity - Highly Qualified Teachers/Para-educators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are highly qualified and teach in their certified area. All students receive highly effective classroom instruction.	Recruitment and Retention	08/13/2015	05/20/2016	\$0 - No Funding Required	Principal, Teachers, Para-educators

Strategy3:

Literacy Initiative - Teachers will implement the Kentucky Common Core English/Language Arts Standards for Reading.

Category: Continuous Improvement

Research Cited:

Activity - Balanced Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan, implement, and assess shared reading instruction using grade level text. Core reading instruction will also include small group guided reading instruction and/or literature circle instruction based on student needs and interests. Reading instruction will include learning activities that address the five pillars of reading: vocabulary, comprehension, fluency, phonics, and phonemic awareness. Reading instruction will be aligned with grade-level English/Language Arts Kentucky Common Core Standards.	Direct Instruction	08/13/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Special Education Collaborating Teachers, Title I Teacher, and Instructional Aides.

Activity - Literacy Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement literacy stations during their 90 minute reading block.	Direct Instruction	10/05/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Principal, Title 1 Resource Teacher

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade-level teachers will implement Ready Common Core to be used as common assessments and a supplement to the reading program.	Academic Support Program	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, collaborating special education teachers, and instructional aides.

Activity - Reading Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through 5th Grade Teachers will collaborate to develop and implement common formative/summative assessments based on the Kentucky Reading Common Core Standards.	Academic Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	Grade-Level Teachers, Special Education Teachers, Title 1 Teachers, Curriculum Coach, Principal.

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Strategy4:

Tell Survey/Community Support and Involvement - Parents/Guardians support teachers, contributing to their success with students.

Category: Continuous Improvement

Research Cited:

Activity - Tell survey/Parent Involvement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents/guardians will support teachers in contributing to their success with students by participating in Family Science Night, and Family Literacy Night in which parents/guardians will receive strategies to help their child succeed academically.	Parent Involvement	08/13/2015	05/20/2016	\$500 - Title I Schoolwide	Principal, Teachers, Title I Teacher/Aides

Strategy5:

Response to Intervention - Response to Intervention procedures will be followed to address student needs. RTI Committee will develop RTI plans for reading, writing, and math for students falling below benchmark on universal screeners or common assessments. RTI plans will be developed for behavioral support for those students who are not compliant with SBDM Common Area Expectation policies, classroom rules, and the Rowan County Schools Code of Conduct.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screener and Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Assessment will be administered to all students in the areas of reading and math three times annually. (Reading-DIBELS; Math-MAP). The data will be analyzed and students who do not reach benchmark goals will be administered an appropriate diagnostic assessment in reading and/or math (Reading-PSI, PASI; Math-SNAP, DNK) will be administered if necessary.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Teachers, Title I Teacher, Guidance Counselor

Activity - Title I Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funding will support salaries for a full time Title I teacher and 3 full time Title I aides. Additionally, Title I funding will be used for part of Kindergarten teacher salaries so that Kindergarten students can receive whole day instruction.	Academic Support Program	08/13/2015	05/20/2016	\$270825 - Title I Part A	Kindergarten Teachers, 3 Title I aides, Title I teacher, Principal

Activity - Brigrance Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Students will have the Brigrance Kindergarten Readiness Screener administered within the first 30 days of the school year. Kindergarten teachers will analyze the data gathered and make plans to support students who have deficiencies in readiness skills.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Kindergarten Teachers, Instructional Aides, Guidance Counselor, Title I Teacher, Principal, Special Education Teachers.

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Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A school level RTI Team will review academic and behavioral student data and develop appropriate Tier II and Tier III plans.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Guidance Counselor, Title I Teacher, Classroom Teachers, Special Education Teachers, Speech Language Pathologist, and Principal.

Activity - RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The RTI Team will work collaboratively to develop Tier II and Tier III intervention plans in the areas of reading, writing, or math, or behavior. The team will review data from universal screeners, diagnostic assessments, and teacher documentation to aid in Tier II or Tier III plan development.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Principal, Guidance Counselor, Title I Teacher, Classroom Teachers, Special Education Teachers, Speech Language Pathologist

Activity - Progress Monitoring of Academic RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Specialist, RTI Teacher Assistant and Classroom Teachers will progress monitor students with academic RTI plans for reading, writing, and math every two weeks. The RTI Team will schedule follow-up meetings to review progress data collected on students receiving RTI academic support. Plans will be revised if necessary, or team will refer for special education evaluation.	Academic Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	RTI specialist, Title 1 Teacher, Classroom Teachers, Title 1 Aide, Principal

Strategy6:

Best Practices for Reading and Math - Core Math and Reading instruction will be aligned to the Kentucky Common Core Standards. Core instruction will include whole group activities and differentiated small group activities. Students with disabilities will receive instruction in the Least Restrictive Environment. Special Education teachers will collaborate with classroom teachers to support mastery of standards by students with disabilities.

Category: Continuous Improvement

Research Cited:

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will administer common summative and formative reading and math assessments. Data gathered from the common assessments will be analyzed and reteaching activities will be implemented. A follow up assessment will then be administered and PLCs will data team around follow up data. .	Direct Instruction	08/13/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Collaborating Special Education Teachers, Principal, Guidance Counselor, Title I Teacher

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Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will follow the data team process to analyze data gathered from common formative/summative assessments. Effective strategies, enrichment strategies, and reteaching strategies will be discussed and implemented to address the needs of students following the analysis of the data.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Principal, Guidance Counselor and Title I Teacher

Activity - Standards and Learning Targets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Core Math and Reading lessons will be aligned to the Kentucky Common Core Standards. Learning Targets will continue to be posted and clearly communicated to students.	Direct Instruction	08/13/2015	05/20/2016	\$0 - No Funding Required	All Teachers, Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to attend Professional Development opportunities for best practices in reading and math such as: Literacy Stations, Guided Groups, Close Reading/Writing, Reading/Writing Workshop, KEDC Math Workshop, KEDC Math Specialist PD	Professional Learning Academic Support Program	10/05/2015	08/01/2016	\$3000 - District Funding	Principal, Classroom Teachers, Title 1, Curriculum Coach, District Administration

Activity - Technology Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use technology to support proficiency in reading and math. Students will use IXL for math and Raz Kids for reading.	Technology	08/13/2015	05/20/2016	\$3000 - USAC Technology	Classroom Teachers, Principal

Goal 2:

Increase the reading proficiency ratings for students with disabilities in the non-duplicated gap group from 49.9% to 69.9% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in reading to 51.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Best Practice - Core reading instruction will include differentiated, small group instruction to meet the needs of students with disabilities.

Category:

Research Cited:

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Activity - Literacy Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement Literacy Stations during the 90 minute reading block.	Direct Instruction	12/01/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Principal, Title 1 Resource Teacher

Activity - Guided Reading/Literature Circle	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive small group reading instruction as part of their core reading instruction. This instruction will be aligned with grade level standards using differentiated text based on instructional needs.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Collaborating Special Education Teachers, Principal

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Professional Development on best practices for Reading instruction such as: Close Reads, Reading/Writing Workshops, Small Group Instruction	Professional Learning Academic Support Program	10/05/2015	08/01/2016	\$3000 - District Funding	Principal, Teachers, Title 1, Curriculum Coach, District Administration

Strategy2:

Progress Monitoring - Special Education teachers will monitor student progress frequently. IEP goals will be monitored at least every two weeks using norm referenced and criterion referenced assessments.

Category:

Research Cited:

Activity - Criterion Referenced Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informal progress monitoring will be administered and recorded to monitor student understanding of concepts being taught. Concepts and skills that have not been mastered will be retaught using different strategies. Follow up assessment will be administered after the reteaching.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Activity - Norm Referenced Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will administer a variety of normed progress monitoring assessments to determine if adequate student progress is being made. These assessments may include DIBELS DORF, DIBELS DAZE, Phoneme Segmentation Fluency, Nonsense Word Fluency, EasyCBM Letter Naming Fluency, Letter Sound Fluency, Word Reading Fluency, and/or Passage Comprehension. Fluency,	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Strategy3:

Evidence-Based Instruction - Students with disabilities will receive instruction using Evidence-Based instructional materials in reading.

Category: Continuous Improvement

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Research Cited:

Activity - Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to determine the most effective area of reading instruction, a diagnostic reading assessment will be administered. The assessment may include: PASI, PSI, Placement Tests for specific instructional materials or other diagnostic assessments.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Activity - Reading Walk-To Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students with educational disabilities in grades Kindergarten through 3 will participate in Walk-To Groups based on 95% Group Lessons that target phonics, phonemic awareness, and fluency. Grades 3 through 5 will participate in lessons that teach multi-syllabic and comprehension strategies.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Title 1 Teacher, All Classroom Teachers, Instructional Aides, Principal.

Activity - Resource Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive instruction using a variety of Evidence-Based materials when receiving resource services. These materials may include: 95% Group lessons, SRA, Free Reading, Quick Reads, Road to the Code, Intervention by Design.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Activity - Literacy Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will attend a professional training workshop on Literacy Stations focusing on differentiated instruction.	Professional Learning	10/05/2015	06/01/2016	\$1000 - District Funding	Classroom Teachers K-5, Title 1 Resource Teacher, Curriculum Coach, Principal

Strategy4:

Extended School Services - Students will receive tutoring instruction in the area of reading.

Category: Continuous Improvement

Research Cited:

Activity - Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive tutoring instruction aligned to the Kentucky Common Core Standards in the area of reading.	Tutoring	08/01/2015	04/29/2016	\$5000 - Other	Guidance Counselor, Principal.

Strategy5:

Instructional Support - The Title I Teacher, Curriculum Coach, and Guidance Counselor will meet with grade level PLCs to analyze data and plan intervention instruction to support student achievement in reading.

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Category: Continuous Improvement

Research Cited:

Activity - Title I Teacher/Guidance Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Teacher, Curriculum Coach, and Guidance Counselor will analyze data and provide guidance for instructional strategies.	Academic Support Program	08/07/2015	05/28/2016	\$0 - No Funding Required	Title I Teacher, Guidance Counselor, Principal, Curriculum Coach.

Goal 3:

Increase the math proficiency ratings for students with disabilities in the non-duplicated gap group from 35.3% to 67.4% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in math to 47.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Evidence-Based Instruction - Students with disabilities will receive instruction using Evidence-Based instructional materials in math.

Category:

Research Cited:

Activity - Resource Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with disabilities will receive instruction using a variety of Evidence-Based materials when receiving resource services. These materials may include activities from: Kentucky Center for Mathematics Intervention Guide, Vonda Stamm materials, Van de Walle materials, and activities from EnVisions Math.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Activity - Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to determine the most effective area of math instruction, a diagnostic math assessment will be administered. The assessment may include: SNAP or DNK.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Strategy2:

Instructional Support - The Title I Teacher, Curriculum Coach, and Guidance Counselor will analyze data and provide guidance and resources for instructional activities.

Category: Professional Learning & Support

Research Cited:

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Activity - Title I Teacher/ Guidance Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Teacher, Curriculum Coach, and Guidance Counselor will analyze data and provide guidance and resources for instructional activities.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Title I Teacher, Guidance Counselor, Curriculum Coach, and Principal

Strategy3:

Extended School Services - Students will receive tutoring services in the area of math.

Category:

Research Cited:

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive tutoring instruction aligned to the Kentucky Common Core Standards in the area of math.	Tutoring	10/01/2015	04/29/2016	\$5000 - Other	Guidance Counselor, Principal

Strategy4:

Differentiated Math Instruction - Core Math instruction will include flexible small group instruction to meet the needs of all students.

Category:

Research Cited:

Activity - Guided Math Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small math groups will receive instruction aligned to the Common Core Standards being addressed in core math instruction using EnVisions Math. The small groups will be based on formative and summative assessments and analyzed through the data team process. The goal is for all students to master all standards being taught.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, principal

Strategy5:

Progress Monitoring - Special Education teachers will monitor student progress frequently. IEP goals will be monitored at least every two weeks using norm referenced and criterion referenced assessments.

Category:

Research Cited:

Activity - Norm Referenced Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will administer a variety of normed progress monitoring assessments to determine if adequate student progress is being made. These assessments may include Numberfly Number Identification, Numberfly Quantity Discrimination, Numberfly Missing Number, EasyCBM: Numbers and Operations, Geometry, Measurement, and/or Numbers Operations and Algebra.	Other	08/10/2015	05/20/2016	\$0 - Other	Special Education Teachers, Principal

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Activity - Criterion Referenced Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Informal progress monitoring will be administered and recorded to monitor student understanding of concepts being taught. Concepts and skills that have not been mastered will be retaught using different strategies. Follow up assessment will be administered after the reteaching.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Goal 4:

Increase the writing proficiency ratings for all students in the non-duplicated gap group from 49.0% to 64.2% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students in the non-duplicated gap group scoring proficient in writing to 48.4% by 05/29/2015 as measured by K-Prep.

Strategy1:

Professional Development - All teachers will participate in Writing Professional Development.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and results to determine professional development needed for instructional improvements.	Academic Support Program	01/04/2016	05/20/2016	\$0 - No Funding Required	Principal

Strategy2:

Writing Instruction - Classroom teachers will implement Rodburn Writing Plan and use best practices when teaching writing. Students with disabilities will increase their knowledge of: audience awareness, purpose, idea development, structure, and language mechanics.

Category: Continuous Improvement

Research Cited:

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams will review student writing data. The teams will discuss strengths and weaknesses in student writings based on rubrics from Lucy Calkins Units of Study materials. Instructional activities to address next steps will be discussed.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	All Teachers, Principal

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Activity - Writing Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will assess student writing using student/teacher developed rubrics which contain criteria aligned to the Kentucky Common Core Standards.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Principal

Activity - Small Group Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students with educational disabilities will receive additional small group writing instruction based on individual student needs.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Principal

Activity - Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design writing prompts that generate informational, opinion, and literary compositions. The writing prompts will integrate writing across the curriculum.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	All Teachers, Principal

Activity - Lucy Calkins Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lucy Calkins Units of Study will continue to supplement the Rodburn Writing Plan. Activities from the units will be implemented to support writing instruction.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Principal.

Goal 5:

Increase Program Review Needs Improvement Area to Proficient.

Measurable Objective 1:

collaborate to increase the overall score on the Practical Living/Career Studies Program Review from 6.7 to 8.0 or greater and continue to maintain proficiency on the Writing Program Review. by 05/20/2016 as measured by Program Review Scores.

Strategy1:

Writing Program Development - Teachers and Staff will implement the Rodburn Writing Plan and develop rubrics so students can self-assess

Category: Continuous Improvement

Research Cited: Best Practices

Activity - Rubric Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff along with students will develop writing rubrics for self-assessment.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Teachers, Staff, Principal

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Activity - Lucy Calkins Writing Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to implement the Lucy Calkins Writing Units of Study to support the Rodburn Writing Plan	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Teachers, Title I Teacher, Guidance Counselor, Curriculum Coach, and Principal.

Goal 6:

BY 2021, Rodburn Elementary will reduce the total number of students scoring at the novice level in the math and reading from 42.2% to no less than 20.6% as measured by KREP data.

Measurable Objective 1:

collaborate to reduce the total number of students scoring at th novice level in math and reading from 42.2% to no less than 38.08%. by 05/20/2016 as measured by KPREP.

Strategy1:

Novice Reduction - Rodburn Elementary will be implementing a 30/60/90 day Novice Reduction plan. This plan will be used to evaluate school effectiveness.

Category: Continuous Improvement

Research Cited: Kentucky Department of Education novice reduction regional specialist.

Activity - 30/60/90 Day Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
30/60/90 day plan will * Refine curriculum documents * Analyze benchmark assessments for students scoring at novice * Identify high-yield instructional strategies/characteristics	Academic Support Program	12/01/2015	05/25/2018	\$0 - No Funding Required	District Novice Reduction Team, Instructional Leadership Team, Teachers

Strategy2:

Small Group Instruction in Math and Reading - Teachers will create small flexible groups for extra support in reading and math.

Category: Continuous Improvement

Research Cited: Richardson, J. (2009). The Next Step in Guided Reading. New York, New York: Scholastic.

Wirght, Martland, Stafford, & Stanger (2013). Teaching Number Advancing Children's Skills and Strategies. Thousand Oaks, California: SAGE.

Activity - Small Group Instruction for Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible small guided group instruction in the area of reading with a focus on vocabulary and comprehension.	Academic Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers and instructional aides.

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Activity - Small Group Instruction for Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Flexible small group instruction in the area of math	Academic Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	All classroom teachers and instructional aides.

Label	Assurance	Response	Comment	Attachment
2.1	Were the strategies selected based on best practices and scientific research?	Yes	Rodburn Elementary is continuing with the use of best practices and evidence-based research.	

Label	Assurance	Response	Comment	Attachment
2.2	Are all teachers and para-educators required to implement selected strategies?	Yes	Teachers and para-educators collaborate to implement evidence based strategies.	

Label	Assurance	Response	Comment	Attachment
2.3	Does the Title I Schoolwide programming align with state standards?	Yes	Title 1 Schoolwide is aligned with state standards.	

Label	Assurance	Response	Comment	Attachment
2.4	Does the Title I Schoolwide programming allow for extended learning time?	Yes	Title 1 Schoolwide offers ESS and full day Kindergarten.	

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 provides evidence-based activities that will target closing the achieving gaps in the subgroup populations.	

Label	Assurance	Response	Comment	Attachment
2.6	Are the achievement issues of students with special needs being specifically addressed?	Yes	Students with special needs are being addressed through PLC, parent/teacher conferences, ARC's, RTI meetings and ESS services.	

Label	Assurance	Response	Comment	Attachment
2.7	Is the Title I Schoolwide plan being implemented as designed?	Yes	Full time Title 1 resource teacher along with Title 1 para-educator help to implement the Title 1 Schoolwide plan.	

Label	Assurance	Response	Comment	Attachment
2.8	Were the strategies and activities effective in increasing student achievement?	Yes	Strategies and activities were effective in increasing student proficiency and decreasing student novices,	

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	Specific goals, objectives, and strategies are listed in the CSIP.	

DRAFT

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Learning Environment - Behavior expectations will be communicated and followed by all students. Common area rules and classroom expectations will support an environment appropriate for learning. Consistent implementation of the expectations will reduce the number of suspensions and support engagement of all students in learning. Students with disabilities will receive academic support in the Least Restrictive Environment, as specified in the IEP.

Category: Continuous Improvement

Research Cited:

Activity - Highly Qualified Teachers/Para-educators	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers are highly qualified and teach in their certified area. All students receive highly effective classroom instruction.	Recruitment and Retention	08/13/2015	05/20/2016	\$0 - No Funding Required	Principal, Teachers, Para-educators

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rodburn Elementary collaborates with Morehead State University and other state universities teacher educational programs. District provides first year/new teacher induction program on a monthly basis.	Career Preparation/ Orientation	08/01/2015	05/01/2016	\$0 - No Funding Required	Principal, Teachers, University Supervisors, Central Office Liaisons

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	Teachers instruct within their certified area. Para-educators are highly qualified because they have 64 hours of college credit and/or passed the para-educator assessment.	

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

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?	Yes		

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

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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:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Best Practices for Reading and Math - Core Math and Reading instruction will be aligned to the Kentucky Common Core Standards. Core instruction will include whole group activities and differentiated small group activities. Students with disabilities will receive instruction in the Least Restrictive Environment. Special Education teachers will collaborate with classroom teachers to support mastery of standards by students with disabilities.

Category: Continuous Improvement

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to attend Professional Development opportunities for best practices in reading and math such as: Literacy Stations, Guided Groups, Close Reading/Writing, Reading/Writing Workshop, KEDC Math Workshop, KEDC Math Specialist PD	Professional Learning Academic Support Program	10/05/2015	08/01/2016	\$3000 - District Funding	Principal, Classroom Teachers, Title 1, Curriculum Coach, District Administration

Goal 2:

Increase the reading proficiency ratings for students with disabilities in the non-duplicated gap group from 49.9% to 69.9% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in reading to 51.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Best Practice - Core reading instruction will include differentiated, small group instruction to meet the needs of students with disabilities.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will attend Professional Development on best practices for Reading instruction such as: Close Reads, Reading/Writing Workshops, Small Group Instruction	Academic Support Program Professional Learning	10/05/2015	08/01/2016	\$3000 - District Funding	Principal, Teachers, Title 1, Curriculum Coach, District Administration

Goal 3:

Increase the writing proficiency ratings for all students in the non-duplicated gap group from 49.0% to 64.2% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students in the non-duplicated gap group scoring proficient in writing to 48.4% by 05/29/2015 as measured by K-Prep.

Strategy1:

Professional Development - All teachers will participate in Writing Professional Development.

Category: Professional Learning & Support

Research Cited:

Activity - Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the Program Review process and results to determine professional development needed for instructional improvements.	Academic Support Program	01/04/2016	05/20/2016	\$0 - No Funding Required	Principal

Goal 4:

Increase Program Review Needs Improvement Area to Proficient.

Measurable Objective 1:

collaborate to increase the overall score on the Practical Living/Career Studies Program Review from 6.7 to 8.0 or greater and continue to maintain proficiency on the Writing Program Review. by 05/20/2016 as measured by Program Review Scores.

Strategy1:

Writing Program Development - Teachers and Staff will implement the Rodburn Writing Plan and develop rubrics so students can self-assess

Category: Continuous Improvement

Research Cited: Best Practices

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Activity - Lucy Calkins Writing Units of Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to implement the Lucy Calkins Writing Units of Study to support the Rodburn Writing Plan	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Teachers, Title I Teacher, Guidance Counselor, Curriculum Coach, and Principal.

Activity - Rubric Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and staff along with students will develop writing rubrics for self-assessment.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Teachers, Staff, Principal

Label	Assurance	Response	Comment	Attachment
4.1	Does the school plan and implement school-specific professional development activities?	Yes	Professional development activities are based on school needs assessments.	

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	Rodburn Elementary continues to analyze data based on the comprehensive needs assessment for professional development.	

Label	Assurance	Response	Comment	Attachment
4.3	Are all professional learning opportunities of high quality?	Yes	Professional learning opportunities are reviewed for high quality professional learning.	

Label	Assurance	Response	Comment	Attachment
4.4	Are all staff members, both certified and classified, included as part of the planning process for professional learning?	Yes	All staff members complete a needs assessment survey for planning of professional learning.	

Label	Assurance	Response	Comment	Attachment
4.5	Does the school analyze data from professional learning opportunities for the impact on student achievement?	Yes	Through our PLC meetings data is analyzed for student achievement.	

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

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Learning Environment - Behavior expectations will be communicated and followed by all students. Common area rules and classroom expectations will support an environment appropriate for learning. Consistent implementation of the expectations will reduce the number of suspensions and support engagement of all students in learning. Students with disabilities will receive academic support in the Least Restrictive Environment, as specified in the IEP.

Category: Continuous Improvement

Research Cited:

Activity - Recruitment and Retention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rodburn Elementary collaborates with Morehead State University and other state universities teacher educational programs. District provides first year/new teacher induction program on a monthly basis.	Career Preparation/ Orientation	08/01/2015	05/01/2016	\$0 - No Funding Required	Principal, Teachers, University Supervisors, Central Office Liaisons

Label	Assurance	Response	Comment	Attachment
5.1	Does the school actively recruit highly qualified teacher candidates for teacher vacancies?	Yes	Rodburn Elementary recruits highly qualified teacher candidates. Applications are reviewed by school administration and SBDM council for teacher vacancies.	

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Label	Assurance	Response	Comment	Attachment
5.2	Does the school utilize specific strategies and methods to retain highly qualified teachers?	Yes	Rodburn Elementary has a positive school climate which helps in maintaining highly qualified teachers. Staff is supported by the principal, administration and fellow teachers.	

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		

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Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Tell Survey/Community Support and Involvement - Parents/Guardians support teachers, contributing to their success with students.

Category: Continuous Improvement

Research Cited:

Activity - Tell survey/Parent Involvement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents/guardians will support teachers in contributing to their success with students by participating in Family Science Night, and Family Literacy Night in which parents/guardians will receive strategies to help their child succeed academically.	Parent Involvement	08/13/2015	05/20/2016	\$500 - Title I Schoolwide	Principal, Teachers, Title I Teacher/Aides

Label	Assurance	Response	Comment	Attachment
6.1	Does the school plan and implement specific activities to increase parental participation?	Yes	Rodburn Elementary plans activities throughout the school year to increase parental participation. (Ice-cream Social, Math Night, Literacy Night, Science Fair, PTO meetings, Parent/Teacher Conferences)	

Label	Assurance	Response	Comment	Attachment
6.2	Have parents been provided opportunities to be included in their child's educational programming?	Yes	Parents are invited to attend SBDM meetings, PTO, parent/teacher conferences and can meet with teachers throughout the day during specified times.	

Label	Assurance	Response	Comment	Attachment
6.3	Have parents been included in the development of the school's parent involvement policy and compact?	Yes	All parents were invited to attend the PTO/SBDM meeting to develop/revise the school's parent involvement policy and compact.	

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	All parents are encouraged to evaluate the parent involvement program by providing feedback at PTO meetings and activities throughout the year.	

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		

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Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Tell Survey/Community Support and Involvement - Parents/Guardians support teachers, contributing to their success with students.

Category: Continuous Improvement

Research Cited:

Activity - Parent Involvement Opportunities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents/guardians will support teachers in contributing to their success with students by participating in Family Science Night, and Family Literacy Night in which parents/guardians will receive strategies to help their child succeed academically.	Parent Involvement	08/13/2015	05/20/2016	\$500 - Title I Schoolwide	Principal, Teachers, Title I Teacher/Aides

Activity - PTO	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents are invited bi-monthly to attend PTO meetings to discuss school improvement and activities.. Parents are provided opportunities to provide feedback on school-wide parent compact.	Parent Involvement	08/10/2015	05/20/2016	\$0 - No Funding Required	Principal, Teachers, Title 1

Activity - Family Resource Youth Services Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FRYSC provides parental activities/instructional support for all parents. Activities are planned throughout the year to increase parental involvement. (Readifest, Doughnuts with Dad, Community Support, Essential Resources, Backpack Program)	Parent Involvement	08/10/2015	07/29/2016	\$5000 - FRYSC	FRYSC, Principal

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	Rodburn Elementary invites all incoming Kindergarten students to attend Kindergarten Camp before school officially starts. Rodburn along with the Preschool provides a transition day for preschoolers to meet and greet Kindergarten teachers and tour the 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		

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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:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Extended School Services - Students will receive tutoring instruction in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students were provided the opportunity to attend a 3 day Kindergarten Camp which worked on Kindergarten readiness skills in the areas of reading and math.	Academic Support Program	08/04/2015	08/06/2015	\$1000 - Other	Kindergarten Teachers, Instructional Aides, Guidance Counselor, Title 1 Teacher, and Principal.

Label	Assurance	Response	Comment	Attachment
8.1	Are all teachers included in the selection of academic assessments?	Yes	Academic assessments are reviewed by all teachers. Teachers give input on assessments. Teachers collaborate during PLC's to develop common assessments and rubrics.	

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 during PLC's and staff meetings analyze data to determine next steps for instruction and success of all students.	

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		

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Response to Intervention - Response to Intervention procedures will be followed to address student needs. RTI Committee will develop RTI plans for reading, writing, and math for students falling below benchmark on universal screeners or common assessments. RTI plans will be developed for behavioral support for those students who are not compliant with SBDM Common Area Expectation policies, classroom rules, and the Rowan County Schools Code of Conduct.

Category: Continuous Improvement

Research Cited:

Activity - Universal Screener and Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Assessment will be administered to all students in the areas of reading and math three times annually. (Reading-DIBELS; Math-MAP). The data will be analyzed and students who do not reach benchmark goals will be administered an appropriate diagnostic assessment in reading and/or math (Reading-PSI, PASI; Math-SNAP, DNK) will be administered if necessary.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Prinicpal, Classroom Teachers, Special Education Teachers, Title I Teacher, Guidance Counselor

Activity - Progress Monitoring of Academic RTI Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTI Specialist, RTI Teacher Assistant and Classroom Teachers will progress monitor students with academic RTI plans for reading, writing, and math every two weeks. The RTI Team will schedule follow-up meetings to review progress data collected on students receiving RTI academic support. Plans will be revised if necessary, or team will refer for special educaiton evaluation.	Academic Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	RTI specialist, Title 1 Teacher, Classroom Teachers, Title 1 Aide, Principal

Strategy2:

Best Practices for Reading and Math - Core Math and Reading instruction will be aligned to the Kentucky Common Core Standards. Core instruction will include whole group activities and differentiated small group activities. Students with disabilities will receive instruction in the

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Least Restrictive Environment. Special Education teachers will collaborate with classroom teachers to support mastery of standards by students with disabilities.

Category: Continuous Improvement

Research Cited:

Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers and special education teachers will follow the data team process to analyze data gathered from common formative/summative assessments. Effective strategies, enrichment strategies, and reteaching strategies will be discussed and implemented to address the needs of students following the analysis of the data.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Special Education Teachers, Principal, Guidance Counselor and Title I Teacher

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will administer common summative and formative reading and math assessments. Data gathered from the common assessments will be analyzed and reteaching activities will be implemented. A follow up assessment will then be administered and PLCs will data team around follow up data. .	Direct Instruction	08/13/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Collaborating Special Education Teachers, Principal, Guidance Counselor, Title I Teacher

Strategy3:

Literacy Initiative - Teachers will implement the Kentucky Common Core English/Language Arts Standards for Reading.

Category: Continuous Improvement

Research Cited:

Activity - Reading Common Formative/Summative Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten through 5th Grade Teachers will collaborate to develop and implement common formative/summative assessments based on the Kentucky Reading Common Core Standards.	Academic Support Program	08/13/2015	05/20/2016	\$0 - No Funding Required	Grade-Level Teachers, Special Education Teachers, Title 1 Teachers, Curriculum Coach, Principal.

Goal 2:

Increase the reading proficiency ratings for students with disabilities in the non-duplicated gap group from 49.9% to 69.9% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in reading to 51.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Evidence-Based Instruction - Students with disabilities will receive instruction using Evidence-Based instructional materials in reading.

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Category: Continuous Improvement

Research Cited:

Activity - Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to determine the most effective area of reading instruction, a diagnostic reading assessment will be administered. The assessment may include: PASI, PSI, Placement Tests for specific instructional materials or other diagnostic assessments.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Goal 3:

Increase the math proficiency ratings for students with disabilities in the non-duplicated gap group from 35.3% to 67.4% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in math to 47.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Evidence-Based Instruction - Students with disabilities will receive instruction using Evidence-Based instructional materials in math.

Category:

Research Cited:

Activity - Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In order to determine the most effective area of math instruction, a diagnostic math assessment will be administered. The assessment may include: SNAP or DNK.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Special Education Teachers, Principal

Goal 4:

Increase the writing proficiency ratings for all students in the non-duplicated gap group from 49.0% to 64.2% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students in the non-duplicated gap group scoring proficient in writing to 48.4% by 05/29/2015 as measured by K-Prep.

Strategy1:

Writing Instruction - Classroom teachers will implement Rodburn Writing Plan and use best practices when teaching writing. Students with disabilities will increase their knowledge of: audience awareness, purpose, idea development, structure, and language mechanics.

Category: Continuous Improvement

Research Cited:

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Activity - Data Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data Teams will review student writing data. The teams will discuss strengths and weaknesses in student writings based on rubrics from Lucy Calkins Units of Study materials. Instructional activities to address next steps will be discussed.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	All Teachers, Principal

Activity - Writing Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers will assess student writing using student/teacher developed rubrics which contain criteria aligned to the Kentucky Common Core Standards.	Other	08/10/2015	05/20/2016	\$0 - No Funding Required	Classroom Teachers, Principal

Activity - Writing Prompts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will design writing prompts that generate informational, opinion, and literary compositions. The writing prompts will integrate writing across the curriculum.	Direct Instruction	08/10/2015	05/20/2016	\$0 - No Funding Required	All Teachers, Principal

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	A plan has been developed for RTI and meeting the needs of students who are not meeting state standards. Students not meeting state standards receive additional instructional support daily.	

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	RTI process is in place. Universal screeners are used to determine students who are at risk and in need of extra support. All data is analyzed/reviewed to develop a Novice Reduction Plan.	

Label	Assurance	Response	Comment	Attachment
9.3	Do teachers and para-educators collaborate as part of instructional planning?	Yes	Teachers and para-educators collaborate to plan for small-group instruction to meet needs of students.	

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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		

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Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increases the average combined reading and math K-Prep scores from 47.8% proficient to 72.8% proficient in 2019.

Measurable Objective 1:

collaborate to increase the percentage of students scoring proficient/distinguished on the combined reading and math K-Prep score to 56.4% by 05/20/2016 as measured by K-Prep.

Strategy1:

Response to Intervention - Response to Intervention procedures will be followed to address student needs. RTI Committee will develop RTI plans for reading, writing, and math for students falling below benchmark on universal screeners or common assessments. RTI plans will be developed for behavioral support for those students who are not compliant with SBDM Common Area Expectation policies, classroom rules, and the Rowan County Schools Code of Conduct.

Category: Continuous Improvement

Research Cited:

Activity - Brigance Kindergarten Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Students will have the Brigance Kindergarten Readiness Screener administered within the first 30 days of the school year. Kindergarten teachers will analyze the data gathered and make plans to support students who have deficiencies in readiness skills.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Kindergarten Teachers, Instructional Aides, Guidance Counselor, Title I Teacher, Principal, Special Education Teachers.

Activity - Title I Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Title I funding will support salaries for a full time Title I teacher and 3 full time Title I aides. Additionally, Title I funding will be used for part of Kindergarten teacher salaries so that Kindergarten students can receive whole day instruction.	Academic Support Program	08/13/2015	05/20/2016	\$270825 - Title I Part A	Kindergarten Teachers, 3 Title I aides, Title I teacher, Principal

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Activity - Universal Screener and Diagnostic Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Universal Screener Assessment will be administered to all students in the areas of reading and math three times annually. (Reading-DIBELS; Math-MAP). The data will be analyzed and students who do not reach benchmark goals will be administered an appropriate diagnostic assessment in reading and/or math (Reading-PSI, PASI; Math-SNAP, DNK) will be administered if necessary.	Policy and Process	08/13/2015	05/20/2016	\$0 - No Funding Required	Principal, Classroom Teachers, Special Education Teachers, Title I Teacher, Guidance Counselor

Strategy2:

Extended School Services - Students will receive tutoring instruction in the areas of reading and math.

Category: Continuous Improvement

Research Cited:

Activity - Kindergarten Camp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming Kindergarten students were provided the opportunity to attend a 3 day Kindergarten Camp which worked on Kindergarten readiness skills in the areas of reading and math.	Academic Support Program	08/04/2015	08/06/2015	\$1000 - Other	Kindergarten Teachers, Instructional Aides, Guidance Counselor, Title 1 Teacher, and Principal.

Strategy3:

Literacy Initiative - Teachers will implement the Kentucky Common Core English/Language Arts Standards for Reading.

Category: Continuous Improvement

Research Cited:

Activity - Ready Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All grade-level teachers will implement Ready Common Core to be used as common assessments and a supplement to the reading program.	Academic Support Program	08/07/2014	05/29/2015	\$0 - No Funding Required	Principal, classroom teachers, collaborating special education teachers, and instructional aides.

Goal 2:

Increase the reading proficiency ratings for students with disabilities in the non-duplicated gap group from 49.9% to 69.9% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in reading to 51.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Extended School Services - Students will receive tutoring instruction in the area of reading.

Category: Continuous Improvement

Research Cited:

SY 2015-2016

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Activity - Reading Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive tutoring instruction aligned to the Kentucky Common Core Standards in the area of reading.	Tutoring	08/01/2015	04/29/2016	\$5000 - Other	Guidance Counselor, Principal.

Strategy2:

Instructional Support - The Title I Teacher, Curriculum Coach, and Guidance Counselor will meet with grade level PLCs to analyze data and plan intervention instruction to support student achievement in reading.

Category: Continuous Improvement

Research Cited:

Activity - Title I Teacher/Guidance Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Teacher, Curriculum Coach, and Guidance Counselor will analyze data and provide guidance for instructional strategies.	Academic Support Program	08/07/2015	05/28/2016	\$0 - No Funding Required	Title I Teacher, Guidance Counselor, Principal, Curriculum Coach.

Goal 3:

Increase the math proficiency ratings for students with disabilities in the non-duplicated gap group from 35.3% to 67.4% in 2019.

Measurable Objective 1:

collaborate to increase the percent of students with disabilities in the non-duplicated gap group scoring proficient in math to 47.8% by 05/20/2016 as measured by K-Prep.

Strategy1:

Instructional Support - The Title I Teacher, Curriculum Coach, and Guidance Counselor will analyze data and provide guidance and resources for instructional activities.

Category: Professional Learning & Support

Research Cited:

Activity - Title I Teacher/ Guidance Counselor	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Title I Teacher, Curriculum Coach, and Guidance Counselor will analyze data and provide guidance and resources for instructional activities.	Academic Support Program	08/10/2015	05/20/2016	\$0 - No Funding Required	Title I Teacher, Guidance Counselor, Curriculum Coach, and Principal

Strategy2:

Extended School Services - Students will receive tutoring services in the area of math.

Category:

Research Cited:

KDE Title I Report

Rodburn Elementary School

Activity - Math Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive tutoring instruction aligned to the Kentucky Common Core Standards in the area of math.	Tutoring	10/01/2015	04/29/2016	\$5000 - Other	Guidance Counselor, Principal

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		

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		

DRAFT