



Comprehensive School Improvement Plan

Southside Elementary School
Lee County School District

Mr. Steven Carroll, Principal
1700 Hwy 11 South
Beattyville, KY 41311

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools. Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

Executive Summary

Introduction

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

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

Description of the School

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

About Our School: Southside Elementary, located in Beattyville, Kentucky, has a total enrollment of 203 students with a staff of 13 certified and 11 classified personnel. The faculty and staff work together to provide a positive professional school atmosphere emphasizing a cooperative school and community effort to ensure that all students master the skills necessary to become successful members of society. Southside Elementary has a comprehensive educational program to help students become successful members of school and society.

Comprehensive School Improvement Plan

Southside Elementary School

School's Purpose

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

SOUTHSIDE ELEMENTARY

MISSION STATEMENT

Southside Elementary, in partnership with students, parents, and community, shall assure an excellent education for each and every student.

BELIEFS

Students have an obligation for their own learning.

All students can learn.

The community should support employment opportunities for our students.

Every student should be provided a safe and secure learning environment.

Student needs will drive school decision-making.

Home, school, and community share responsibility for the education of all students.

Businesses, community, parents, and schools must set and expect high standards for all learners.

Parent/caregiver involvement is the key factor in a student's success by supporting the student: in the home, in school academics, and in school functions.

Executive Summary

Southside Elementary School

Notable Achievements and Areas of Improvement

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

Southside Elementary had an over all score of 68.0 on the 2012-2013 KPREP test. This score ranked our school at the 86th percentile in the state. Our score in the three sub sections were: Achievement 21.0, Gap 15.8 and Growth 31.2. The score of 68.0 was 21.4 points higher than our previous year's score. That gain made Southside Elementary one of the ten most improved in the state for the 2012-2013 school year.

Our biggest areas for needed improvement are Writing and Novice Reduction. We are behind the state average in the area of Writing on the KPREP assessment only. Strategies have been put in place to help address this weakness. We have arranged our RTI grouping time to better assist our struggling students in moving out of the Novice range of achievement.

Additional Information

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

Our school has increased it's recognition of student achievement through the use of assemblies every six weeks specifically held to reward student achievement.

CSIP 2014

Overview

Plan Name

CSIP 2014

Plan Description

Comprehensive Improvement Plan

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | Singapore math implementation | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 2 | Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2015. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$1000 |
| 3 | Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2017. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$100 |
| 4 | Southside Elementary will help Lee County Schools increase the percentage of students who are college and career ready from 51.3% to 64% by 2015 | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$0 |
| 5 | Southside Elementary will help Lee County Schools increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.4% in 2012 to 67.2% in 2017. | Objectives: 1 Strategies: 1 Activities: 1 | Academic | \$0 |
| 6 | Our school will use the district CIITS coach to inform teachers of how to utilize the CIITS lesson planner and assessment tools. | Objectives: 1 Strategies: 1 Activities: 1 | Organizational | \$23000 |

Goal 1: Singapore math implementation

Measurable Objective 1:

A 80% increase of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy 1:

Calendar math - Team teaching of an extra math time each day

| Activity - Counting box | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------------|------------|-------------------|---------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 | No Funding Required | Principal Carroll |

Goal 2: Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2015.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on grade level in Mathematics by 04/30/2015 as measured by State K-PREP and Stanford 10 assessment.

Strategy 1:

Calendar Math - Calendar Math will be used at all grade levels to help meet the goals of the new Common core Standards

Research Cited: Singapore

| Activity - Daily Math activity | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|--------------------|---------------------------|
| Students will do the prescribed Calendar Math activity for the correlating day of the year long plan | Academic Support Program | 01/24/2013 | 04/30/2015 | \$1000 | Annual Giving Fund | Grade level math teachers |

Goal 3: Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2017.

Measurable Objective 1:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Male students will demonstrate a proficiency in Mathematics in English Language Arts by 04/30/2015 as measured by State K-PREP and Stanford 10.

Strategy 1:

Journals - Each teacher will have students write in journals a minum of three times a week in Math and ELA.

Research Cited: Writing practice

| Activity - Writing to learn | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|-------------------|
| Student will be given open ended prompts that require higher level thinking to answer. | Direct Instruction | 01/24/2013 | 04/30/2015 | \$100 | District Funding | All teachers |

Goal 4: Southside Elementary will help Lee County Schools increase the percentage of students who are college and career ready from 51.3% to 64% by 2015

Measurable Objective 1:

collaborate to increase careeer readiness by 04/30/2018 as measured by high school increased career and college readiness.

Strategy 1:

Career Awareness - We will start students at a very young age thinking about the different type careers that are available to them, and the educational requirements need for each career.

| Activity - Career Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------|------------|------------|-------------------|---------------------|-------------------|
| Guest speakers with different Careers will speak to students about their career and the educational requirements nessary. | Community Engagement | 03/21/2013 | 03/22/2013 | \$0 | No Funding Required | Sherry Lanham |

Goal 5: Southside Elementary will help Lee County Schools increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.4% in 2012 to 67.2% in 2017.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on state K-PREP assessment in English Language Arts by 04/27/2017 as measured by State KPREP Assessment.

Strategy 1:

Watch List /RTI Grouping - Teachers will identify struggling students and provide them extra services either in a Watch List or RTI grouping.

Research Cited: RTI

| Activity - Planning (team teaching) | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Teachers will give up their planning period to go into another teachers classroom and team teach or tutor a RTI or Watch List group. | Academic Support Program | 01/30/2013 | 04/27/2017 | \$0 | No Funding Required | teachers |

Goal 6: Our school will use the district CIITS coach to inform teachers of how to utilize the CIITS lesson planner and assessment tools.

Measurable Objective 1:

collaborate to have school and district by 05/03/2013 as measured by CIITS usage.

Strategy 1:

CIITS Coach - the district will supply the school with a CIITS coach to help teachers develop lesson plans and assessments in CIITS

Research Cited: Formative assessments

| Activity - Teacher training | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|-----------------------|------------|------------|-------------------|-------------------|---|
| Teacher training by CIITS coach | Professional Learning | 08/08/2012 | 05/10/2013 | \$23000 | Other | Jim Evans Sharon Adams Sandy Arnold |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Annual Giving Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|--|--------------------------|------------|------------|-------------------|---------------------------|
| Daily Math activity | Students will do the prescribed Calendar Math activity for the correlating day of the year long plan | Academic Support Program | 01/24/2013 | 04/30/2015 | \$1000 | Grade level math teachers |
| Total | | | | | \$1000 | |

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|--------------------------|------------|------------|-------------------|-------------------|
| Planning (team teaching) | Teachers will give up their planning period to go into another teachers classroom and team teach or tutor a RTI or Watch List group. | Academic Support Program | 01/30/2013 | 04/27/2017 | \$0 | teachers |
| Counting box | Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 | Principal Carroll |
| Career Day | Guest speakers with different Careers will speak to students about their career and the educational requirements nessary. | Community Engagement | 03/21/2013 | 03/22/2013 | \$0 | Sherry Lanham |
| Total | | | | | \$0 | |

District Funding

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|--|--------------------|------------|------------|-------------------|-------------------|
| Writing to learn | Student will be given open ended prompts that require higher level thinking to answer. | Direct Instruction | 01/24/2013 | 04/30/2015 | \$100 | All teachers |
| Total | | | | | \$100 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

Comprehensive School Improvement Plan

Southside Elementary School

| | | | | | | |
|------------------|---------------------------------|-----------------------|------------|------------|--------------|---|
| Teacher training | Teacher training by CIITS coach | Professional Learning | 08/08/2012 | 05/10/2013 | \$23000 | Jim Evans Sharon Adams Sandy Arnold |
| | | | | | Total | \$23000 |

KDE Needs Assessment

Introduction

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

Data Analysis

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?**

We are trying to address the high number of novice we have at the intermediate grade levels. The big question we are trying to address is if there is a common academic weakness that our novice students are showing. We have found that the common academic weakness that our novice students are showing is the inability to get their thoughts down effectively on paper. The data does not explain why we have so many students that can give a good answer orally, but struggle to write it down.

Areas of Strengths

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

Our school was number 1 in our 18 school region in Math at both the 4th and 5th grade levels. We are using Automaticity, Calendar Math, Singapore Math, and individual student charting in both Learning Farm and Thinklink to help sustain our growth. We were well above the state average in this content area.

Opportunities for Improvement

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

Our weakest area as a school was writing on the 2012-2013 KPREP. Our plan is to do writing journals and systematic writing checks as part of our writing plan to help address this need.

Conclusion

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

Monitor of writing growth over time.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|--|------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components. | Yes | School uses one full PD day for a full desegregation of our KPREP each year and then builds an action plan to address those needs that present themselves in the data. Thinklink is used as an interim assessment to monitor student progress throughout the year. | |

| Label | Assurance | Response | Comment | Attachment |
|------------------------|--|----------|--|------------|
| Core Academic Programs | The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students. | Yes | Teachers are using SRA's and Spectrum as both RTI and as part of their regular instruction to support our Reading series. Calendar Math and Automaticity are being used to support our Math series. | |

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|----------|---|------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | Yes | The school principal is serving as a committee member on the local Headstart board to better help with the transition from Headstart to Kindergarten. | |

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

| Label | Assurance | Response | Comment | Attachment |
|---------------------------|--|----------|--|------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes | All teachers in our school meet the highly qualified status. | |

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|----------|---------|------------|
| Highly Qualified | The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB. | Yes | | |

Comprehensive School Improvement Plan

Southside Elementary School

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

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|----------|--|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy. | Yes | School and district have made organized efforts to better inform and communicate with parents during this school year. Parent Breakfast(s), District newsletters, School Facebook page, ect. | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------|---|----------|--|------------|
| Schoolwide Planning | The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process. | Yes | Criteria were used in developing current plan. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|--|----------|---|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who will be serving students. | Yes | School developed a PD plan for the year and began the work of utilizing PD 360 to better meet individual teacher needs. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------|---|----------|---|------------|
| Comprehensive Plan | The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed. | Yes | School uses an I and I method to monitor CSIP progress. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|---------------------------------------|------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students. | Yes | Yes we use Data Day and RTI grouping. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|---|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | SRA, Spectrum, Calendar Math, Automaticity, at the students differiated need level. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|---|----------|------------------------------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs. | No | We are a schoolwide program. | |

Comprehensive School Improvement Plan

Southside Elementary School

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|-----------------------------|------------|
| Targeted Assistance Activities | The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both. | No | We are a schoolwide program | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|------------------------------------|------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | Yes | We are Title I schoolwide program. | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|---|----------|---|------------|
| Schoolwide Activities | The school planned activities that coordinate with and support the regular educational program. | Yes | We utilize best practice activities schoolwide. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|----------|-------------------------------------|------------|
| Targeted Assistance Activities | The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities. | No | We are a schoolwide Title I school. | |

| Label | Assurance | Response | Comment | Attachment |
|------------------|---|----------|--------------------------------------|------------|
| Highly Qualified | The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities. | No | We are a schoolwide Title I program. | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|--------------------------------------|------------|
| Federal Program Funds | The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities. | No | We are a schoolwide Title I program. | |

| Label | Assurance | Response | Comment | Attachment |
|----------------------|---|----------|--------------------------------------|------------|
| Parental Involvement | The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy. | No | We are a Schoolwide Title I program. | |

Comprehensive School Improvement Plan

Southside Elementary School

| Label | Assurance | Response | Comment | Attachment |
|------------------------------|--|----------|--------------------------------------|------------|
| Targeted Assistance Planning | The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process. | No | We are a Schoolwide Title I program. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|--------------------------------------|------------|
| Professional Development | The school planned or provided appropriate professional development activities for staff members who serve identified Title I students. | No | We are a Schoolwide Title I program. | |

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

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|----------|----------------------------------|------------|
| Transparency | The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below) | Yes | On school and district webpages. | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------|--|----------|--|------------|
| Teacher Quality | The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified | Yes | All our teachers are Highly Qualified. | |

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

| Label | Assurance | Response | Comment | Attachment |
|----------------|--|----------|---|------------|
| Ranking Report | The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement. | No | Our Title I Ranking Report only includes teachers and has been approved by the state. | |

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

Comprehensive School Improvement Plan

Southside Elementary School

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

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

| Label | Assurance | Response | Comment | Attachment |
|--|---|----------|--|------------|
| Para-educator Non-Instructional Duties | The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only | Yes | Targeted Rti students. bWe are a Schoolwide Title I program. | |

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

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

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2017.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in Mathematics in English Language Arts by 04/30/2015 as measured by State K-PREP and Stanford 10.

Strategy1:

Journals - Each teacher will have students write in journals a minum of three times a week in Math and ELA.

Research Cited: Writing practice

| Activity - Writing to learn | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|--------------------------|-------------------|
| Student will be given open ended prompts that require higher level thinking to answer. | Direct Instruction | 01/24/2013 | 04/30/2015 | \$100 - District Funding | All teachers |

Narrative:

Southside Elementary will use multiple sources of data to determine the needs of the schools. We will have an annual and an on-going analysis of KPREP, Standford 10, Thinklink (Discovery Ed.) Star Assessments, Reading Plus, Lexia, Study Island, etc. as appropriate at different grade levels.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2015.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on grade level in Mathematics by 04/30/2015 as measured by State K-PREP and Stanford 10 assessment.

Strategy1:

Calendar Math - Calendar Math will be used at all grade levels to help meet the goals of the new Common core Standards

Research Cited: Singapore

| Activity - Daily Math activity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will do the prescribed Calendar Math activity for the correlating day of the year long plan | Academic Support Program | 01/24/2013 | 04/30/2015 | \$1000 - Annual Giving Fund | Grade level math teachers |

Narrative:

Strategies based on scientific research, will be used at all grade/content areas. CASL training and techniques are used in all schools as is RTI, ESS, and summer school.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Southside Elementary will help Lee County Schools increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.4% in 2012 to 67.2% in 2017.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on state K-PREP assessment in English Language Arts by 04/27/2017 as measured by State KPREP Assessment.

Strategy1:

Watch List /RTI Grouping - Teachers will identify struggling students and provide them extra services either in a Watch List or RTI grouping.

Research Cited: RTI

| Activity - Planning (team teaching) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will give up their planning period to go into another teachers classroom and team teach or tutor a RTI or Watch List group. | Academic Support Program | 01/30/2013 | 04/27/2017 | \$0 - No Funding Required | teachers |

Narrative:

All Southside Elementary teachers meet highly qualified status. We hire no teachers who are not highly qualified, nor do we put teachers in classes or positions for which they are not highly qualified.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Our school will use the district CIITS coach to inform teachers of how to utilize the CIITS lesson planner and assessment tools.

Measurable Objective 1:

collaborate to have school and district by 05/03/2013 as measured by CIITS usage.

Strategy1:

CIITS Coach - the district will supply the school with a CIITS coach to help teachers develop lesson plans and assessments in CIITS

Research Cited: Formative assessments

| Activity - Teacher training | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---------------------------------|-----------------------|------------|------------|-------------------------|---|
| Teacher training by CIITS coach | Professional Learning | 08/08/2012 | 05/10/2013 | \$23000 - Other | Jim Evans Sharon Adams Sandy Arnold |

Narrative:

Southside Elementary school provides high quality and on-going professional development for teachers, par educators, principal, staff and parents to meet the state's student performance standards as evidenced by professional development agenda, logs, etc. Professional development activities are determined by school team and principal based on school/student/teacher input

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Southside Elementary will help Lee County Schools increase the percentage of students who are college and career ready from 51.3% to 64% by 2015

Measurable Objective 1:

collaborate to increase career readiness by 04/30/2018 as measured by high school increased career and college readiness.

Strategy1:

Career Awareness - We will start students at a very young age thinking about the different type careers that are available to them, and the educational requirements need for each career.

Research Cited:

| Activity - Career Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|----------------------|------------|------------|---------------------------|-------------------|
| Guest speakers with different Careers will speak to students about their career and the educational requirements nessary. | Community Engagement | 03/21/2013 | 03/22/2013 | \$0 - No Funding Required | Sherry Lanham |

Narrative:

Schools do not have an established process for recruiting highly qualified teachers. Positions are posted and advertised in an effort to attract highly qualified teachers. The superintendent interviews all applicants before sending names on to the SBDM councils and principals for final recommendations..

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2017.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency in Mathematics in English Language Arts by 04/30/2015 as measured by State K-PREP and Stanford 10.

Strategy1:

Journals - Each teacher will have students write in journals a minum of three times a week in Math and ELA.

Research Cited: Writing practice

| Activity - Writing to learn | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|--------------------------|-------------------|
| Student will be given open ended prompts that require higher level thinking to answer. | Direct Instruction | 01/24/2013 | 04/30/2015 | \$100 - District Funding | All teachers |

Narrative:

The FRYSC program at Southside Elementary provides family literacy services through components of the FRYSC grant. We regularly hold open house, parent-teacher conferences and various trainings throughout the school year. Parents receive regular progress reports and continuous monitoring (ThinkLink) results on student growth. The school also host a parent breakfast twice each semester to better open communication lines with parents.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:
Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2017.

Measurable Objective 1:
70% of All Students will demonstrate a proficiency in Mathematics in English Language Arts by 04/30/2015 as measured by State K-PREP and Stanford 10.

Strategy1:
Journals - Each teacher will have students write in journals a minum of three times a week in Math and ELA.
Research Cited: Writing practice

| Activity - Writing to learn | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|--------------------------|-------------------|
| Student will be given open ended prompts that require higher level thinking to answer. | Direct Instruction | 01/24/2013 | 04/30/2015 | \$100 - District Funding | All teachers |

Narrative:
Southside Elementary school provides tours and information for preschool programs such as Head Start, etc. each spring for incoming kindergarten students. Kindergarten registration is held in early spring to assist in the transition to public school. Students with special needs are identified and a plan is developed to accommodate them when they enter public school. We also do a tour of the middle school each year with our fifth graders as a transition activity. principal is also serving on the local head starts board to communicate school readiness needs to the group.

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:
Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2015.

Measurable Objective 1:
70% of All Students will demonstrate a proficiency on grade level in Mathematics by 04/30/2015 as measured by State K-PREP and Stanford 10 assessment.

Strategy1:
Calendar Math - Calendar Math will be used at all grade levels to help meet the goals of the new Common core Standards
Research Cited: Singapore

| Activity - Daily Math activity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will do the prescribed Calendar Math activity for the correlating day of the year long plan | Academic Support Program | 01/24/2013 | 04/30/2015 | \$1000 - Annual Giving Fund | Grade level math teachers |

Narrative:
Teachers are informed of available assessment instruments used to provide information on and to improve the achievement of individual students. Teachers, principal and other personnel receive training on the instruments chosen by school and district staff members..

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:
Southside Elementary will increase the averaged combined reading and math K-Prep scores for elementary students from 39% to 70% in 2015.

Measurable Objective 1:
70% of All Students will demonstrate a proficiency on grade level in Mathematics by 04/30/2015 as measured by State K-PREP and Stanford 10 assessment.

Strategy1:
Calendar Math - Calendar Math will be used at all grade levels to help meet the goals of the new Common core Standards
Research Cited: Singapore

| Activity - Daily Math activity | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|-----------------------------|---------------------------|
| Students will do the prescribed Calendar Math activity for the correlating day of the year long plan | Academic Support Program | 01/24/2013 | 04/30/2015 | \$1000 - Annual Giving Fund | Grade level math teachers |

Narrative:
. Students who experience difficulty mastering the new Common Core standards are provided additional assistance through a variety of programs and personnel such as, intervention programs (Rtl and/or special education program), ESS, summer school, Walk to Rti as well as help from paraprofessionals.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Southside Elementary will help Lee County Schools increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 34.4% in 2012 to 67.2% in 2017.

Measurable Objective 1:

70% of All Students will demonstrate a proficiency on state K-PREP assessment in English Language Arts by 04/27/2017 as measured by State KPREP Assessment.

Strategy1:

Watch List /RTI Grouping - Teachers will identify struggling students and provide them extra services either in a Watch List or RTI grouping.

Research Cited: RTI

| Activity - Planning (team teaching) | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Teachers will give up their planning period to go into another teachers classroom and team teach or tutor a RTI or Watch List group. | Academic Support Program | 01/30/2013 | 04/27/2017 | \$0 - No Funding Required | teachers |

Narrative:

Funds from Title I as well as other federal and state programs are coordinated and integrated to provide staffing, instructional materials, research based programs, professional development, etc. in order to offer comprehensive, integrated educational services for all students.

This coordination of resources allows schools to identify needs and to develop a plan to meet the needs of our students.

Compliance and Accountability - Elementary Schools

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2014. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

Planning and Accountability Requirements

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

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

All students at Southside Elementary will become proficient writers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Goal 3:

Student reading deficiencies will be indentified and addressed in regular classroom setting.

Comprehensive School Improvement Plan

Southside Elementary School

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize classroom SRA kits to individualize instruction.

Research Cited: null

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |

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

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

All students at Southside Elementary will become proficient writers.

Measurable Objective 1:

Comprehensive School Improvement Plan

Southside Elementary School

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Goal 3:

Student reading deficiencies will be indentified and addressed in regular classroom setting.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize classroom SRA kits to individualize instruction.

Research Cited: null

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |

All children were screened for kindergarten readiness.

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Comprehensive School Improvement Plan

Southside Elementary School

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

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Measurable Objective 1:

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Goal 3:

Student reading deficiencies will be indentified and addressed in regular classroom setting.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize classroom SRA kits to individualize instruction.

Research Cited: null

Comprehensive School Improvement Plan

Southside Elementary School

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |

Narrative:

Principal is serving on local Headstart board to help clarify Kindergarten Readines

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

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

All students at Southside Elementary will become proficient writers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Comprehensive School Improvement Plan

Southside Elementary School

Goal 3:

Student reading deficiencies will be identified and addressed in regular classroom setting.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize classroom SRA kits to individualize instruction.

Research Cited: null

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |

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

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

Comprehensive School Improvement Plan

Southside Elementary School

All students at Southside Elementary will become proficient writers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Goal 3:

Student reading deficiencies will be indentified and addressed in regular classroom setting.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize classroom SRA kits to individualize instruction.

Research Cited: null

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Singapore math implementation

Measurable Objective 1:

Comprehensive School Improvement Plan

Southside Elementary School

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

All students at Southside Elementary will become proficient writers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Goal 3:

Student reading deficiencies will be indentified and addressed in regular classroom setting.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize clasroom SRA kits to individualize instruction.

Research Cited: null

Comprehensive School Improvement Plan

Southside Elementary School

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |

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

Goal 1:

Singapore math implementation

Measurable Objective 1:

A 80% increase of All Students will demonstrate a proficiency In mathematics at 80%at 80% in Mathematics by 05/01/2013 as measured by Interim Assessment.

Strategy1:

Calendar math - Team teaching of an extra math time each day

Research Cited: null

| Activity - Counting box | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|---------------------------|-------------------|
| Students draw straws out of a box and try to figure the percent they drew based on the whole number | Other | 11/30/2011 | 05/26/2012 | \$0 - No Funding Required | Principal Carroll |

Goal 2:

All students at Southside Elementary will become proficient writers.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in writing in English Language Arts by 05/01/2013 as measured by Think link/ KPREP.

Strategy1:

writing plan - Each grade level will be given a specific writing "exit criteria" that students must reach by the end of the year

Research Cited: null

| Activity - Grade level exit criteria | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|------------------------|
| A writing plan developed by the school will lay out each grade level's expectaion | Policy and Process | 08/09/2012 | 05/01/2013 | \$0 - No Funding Required | Principal All teachers |

Comprehensive School Improvement Plan

Southside Elementary School

Goal 3:

Student reading deficiencies will be identified and addressed in regular classroom setting.

Measurable Objective 1:

90% of All Students will demonstrate a proficiency in Reading at grade level in English Language Arts by 05/01/2013 as measured by timed classroom Reading assessments.

Strategy1:

SRA/Skill builders - Teachers will utilize classroom SRA kits to individualize instruction.

Research Cited: null

| Activity - Ability level reading assignments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|-------------------------|-------------------|
| Students will take a pretest to determine a baseline reading level and be assigned appropriate level materials from the SRA kit | Academic Support Program | 08/09/2012 | 05/01/2013 | \$4500 - Other | Principal |