



# Comprehensive School Improvement Plan

Beattyville Elementary School  
Lee County School District

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Beattyville, KY 41311-8713

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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. <br><br> 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?**

Beattyville Elementary is located on the banks of the Kentucky River in Beattyville, a small rural eastern Kentucky town in Lee County. Current staff consists of one (1) principal, (1) school counselor, (1) media specialist, (1) arts, music, and physical education teachers that are shared between two elementary schools, and 14 regular classroom teachers. We have resource teachers in Reading Recovery, computer lab, special education, and the gifted program. Parent volunteers make important contributions to our school programs at Beattyville Elementary. The entire school staff is committed to ensuring that all students are successful and make continual progress. Beattyville Elementary has adopted the district's mission statement: The Lee County School District, in partnership with students, parents, and community, shall assure an excellent education for each and every student.

## **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.**

The Staff of Beattyville Elementary look to the future with high expectations for all students. We will endeavor to work with parents and the community to promote and encourage positive growth in the academic, social, emotional and physical development of students. Our staff embody the belief statement that all students can learn and make progress. The Principal, grade level teachers, reading specialist, and other resource teachers review individual student progress in team meetings every six weeks. In team meetings the Principal reviews STAR Reading and STAR Math results with grade level teachers to determine students not making progress. The team analyzes student data, identifies students for RTI interventions, and reviews strategies and resources to help struggling students.

Student celebrations and positive incentives are part of our school wide culture. Students are recognized every Friday and awarded book bucks to spend at the Ar store for meeting Accelerated Reading (AR) and Math Goals. Student accomplishments are celebrated during weekly Friday programs.

## **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.**

Beattyville Elementary has been designated as a successful school, as well as having an outstanding record of meeting all No Child Left Behind (NCLB) AYP annual goals with 100% for the last five years. Beattyville Elementary has met all designated annual goals set by the Kentucky Department of Education and received an achievement award for meeting all goals for 5 years despite having a high rate of poverty and free/reduced lunch ratio. Beattyville Elementary has been the highest performing school in the Lee County School District for the last 10 years.

Beattyville Elementary have developed challenging and ambitious goals for the next 3 years. Beattyville Elementary scored an overall academic index score of 60.8 at the 62 percentile on the new K-Prep Test. Beattyville Elementary have established goals to increase the averaged combined Reading and Math K-Prep scores from 47% to 70% in 2017. Classroom teachers will identify struggling students in team meetings and implement RTI Interventions for Reading and Math. All students at Beattyville will receive writing instruction integrated with the Reading content. Writing will be taught in mini-lessons and student/teacher conferencing will be a required component to ensure student growth. Beattyville Elementary staff have established a progressive goal for all students to be reading on grade level when they leave the Primary Program (K-3).

## **Additional Information**

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

In 2008-2009, Beattyville Elementary staff established an ambitious goal of all students to be reading on grade level when they exited the Primary Program. In 2011, we reached the highest percent of third grade students reaching our goal of reading on grade level (90% of third grade students) were reading on grade level when they exited the Primary Program. A large part of this accomplishment is due to the excellent and focused staff, our Reading Specialist/Reading Recovery Teacher, and our team meetings, where we review and analyze student growth and achievement every six weeks. During these team meetings with the teachers, the principal, and the reading specialist identify students that are struggling and need more assistance with RTI group instruction, additional Literacy Groups with the Reading Specialist, or ESS tutoring after school. In team meetings the principal presents a ranking report of student progress for each classroom teacher showing the independent grade level reading and math performance. The principal, reading specialist, and the classroom teachers by grade level teams review the report and the teachers develop a tracking sheet (that tracks individual student progress for every six weeks). The team after analyzing grade level classroom reports determine additional steps and resources for students that are not demonstrating growth.

# **Beattyville Elementary CSIP 2013-2014**

## Overview

### Plan Name

Beattyville Elementary CSIP 2013-2014

### Plan Description

CSIP 2013-2014

## 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	All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
5	All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

## Goal 1: All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

### (shared) Strategy 1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not ledigible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Beattyville Elementary School

<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A. T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0	No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)
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## Goal 2: All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

### Measurable Objective 1:

85% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

### Strategy 1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Beattyville Elementary School

Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0	No Funding Required	Principal and teachers
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### **Goal 3: All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.**

#### **Measurable Objective 1:**

collaborate to increase the overall math performance for Beattyville Elementary from 63.2 to 74.5 by June 2015. by 06/09/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

#### **Strategy 1:**

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0	No Funding Required	Principal Teachers

### **Goal 4: All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.**

#### **Measurable Objective 1:**

collaborate to prepare all students for career awareness and college readiness skills. by 05/30/2013 as measured by student participation in a career awareness instructional unit, in addition intermediate students will conduct research on the internet on careers of interest .

**Strategy 1:**

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade) students do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers.	Academic Support Program	01/03/2013	05/30/2013	\$500	Title I Schoolwide	Principal Family Resource Center Director

**Goal 5: All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.**

**Measurable Objective 1:**

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

**Strategy 1:**

All classroom teachers will identify stRTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

## Comprehensive School Improvement Plan

Beattyville Elementary School

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0	No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Progress of Gap Students	Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff
Math Team Meetings	Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0	Principal Teachers

# Comprehensive School Improvement Plan

Beattyville Elementary School

Writing Plan	1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A. T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.	Academic Support Program	01/03/2013	06/09/2014	\$0	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)
Team Meetings	Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0	Principal and teachers
<b>Total</b>					<b>\$0</b>	

## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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# Comprehensive School Improvement Plan

Beattyville Elementary School

Career and College Readiness Education	All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers.	Academic Support Program	01/03/2013	05/30/2013	\$500	Principal Family Resource Center Director
					<b>Total</b>	\$500

# **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?**

One question involves the growth and gap factor components of the K-Prep test results that will account for 70% of each school's accountability index score. The growth and gap components can not be calculated as we have previously been able to do with student achievement. Staff are consistently monitoring and tracking student growth in Reading and Math using STAR Reading and Math results every six weeks, Think Link results three times a year, and ongoing continuous improvement with writing and student work.

## **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?**

Team meetings are a strength for Beattyville Elementary. In team meetings we analyze individual student progress, determine students that need RTI interventions, and discuss additional instructional strategies and resources for struggling students. Principal and teachers take an active role to ensure that all students are progressing. Test data, student performance, student work, and Program Review documentation are reviewed consistently every six weeks. All teachers compile student tracking information sheets that have the current student performance levels listed for review in a timely manner.

## **Opportunities for Improvement**

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

On Demand Writing was an area in need of improvement. The Beattyville Elementary staff developed a long range writing plan to address our writing program school wide. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Teachers will analyze, review, add extensions, and conference with students to improve writing.

## **Conclusion**

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

Next steps will be the monitoring of individual student progress and achievement on Think Link, STAR Assessments, and other summative performance evaluations to ensure continuous student growth for every child.

## **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	Beattyville Elementary consistently reviews and monitors Think Link test data, STAR Assessments for Reading and Math, student work, and all summative evaluations in team meetings. Principal and teachers review end of year K-Prep data, determine areas of growth, strengths and develop grade level actions plans after reviewing test data. Teachers compile student growth tracking sheets to monitor each student on Think Link, STAR Assessments, and K-Prep. Think Link test data is analyzed extensively and teachers use probes to help students identify areas of growth and how to improve.	

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	The Principal developed schedules to ensure that teachers have grade level common planning time in order to meet in team meetings. As part of our plan to maintain continuous student progress, during team meetings teachers review individual student growth and achievement, identify struggling students that qualify for RTI interventions, and discuss resources and strategies. Teachers incorporate the America Choice curriculum for Reading/Language Blocks as well as using Read To Achieve Grant funds to implement a schedule for Reading Recovery and Guided Reading Literacy Groups throughout the day.	

# Comprehensive School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	The elementary schools provide tours, advance planning and registration for all students transitioning into Kindergarten. Parents of transitional students are given the opportunities to meet with Kindergarten teachers and principal. During the Kindergarten orientation, teachers share entrance and exiting criteria for Kindergarten students, as well as grade level benchmarks to help parents become part of the educational plan for their child.	

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	In grade level team meetings the principal and teachers identify struggling students that need RTI interventions after reviewing STAR assessments, Think Link Data, student work, and other formative and summative evaluations. During team meetings teachers share RTI student growth documentation, that consist of individual student folders containing skills addressed, student growth graphs, and progress monitoring of student improvement. Struggling students identified also receive additional help with guided reading literacy groups and ESS services after school.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	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 the SBDM Council and Principals for final recommendations.	

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	All paraprofessionals are required to take an entrance exam given by district personnel to determine qualifications to meet for employment. College hours are considered in the hiring process.	

**Comprehensive School Improvement Plan**

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Title I Coordinator works closely with Superintendent, Principals, and teachers to use funds for only allowable programs and activities, as well as monitoring and maintaining appropriate district financial records. Title I Coordinator presents Title I budget to all school SBDM Councils and answers any questions from SBDM Council and staff.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Principal and teachers will continue to maintain the daily calendars for parent signatures, weekly parent communication folders with graded student work, parent conferences, regular progress, reporting, Open House, Parent Orientation Night, and a host of other special activities for parents, students, and staff to enjoy. Title I surveys indicate that parents are pleased with the daily consistent communication from the Principal and teachers. Title I Parent Survey input suggested the continuation of parent conferences for reporting grades three times a year.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Beattyville Elementary incorporated the ten schoolwide planning criteria into the existing school improvement planning process. Schools and District level teams conducted Self Assessments based on the premise of continuous improvement. The ten schoolwide planning criteria is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the Standards, and guide it's continuous improvement	

# Comprehensive School Improvement Plan

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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	Continuous and quality Professional Development are provided by school and district teacher network leaders, reading specialists, coaches, principals, and additional outside educational resources. Teachers participated in LDC/MDC ELA and Math Design Collaboratives. Principals participated in the Instructional Leadership Network Collaborative. The Lee County School District became a pilot district for the new Principal and Teacher Evaluation System that will be adopted and implemented in 2014-2015. KDE offers additional opportunities for individualized professional development through PD 360.	

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	All schools are involved in a test data analysis day where all staff develop a needs assessment of areas of growth after reviewing test data. Each school develops an Action Plan to address weak areas and plan for continuous and ongoing student progress. Staff review the CSIP Plan at the beginning of the school year and review impact checklist throughout the school year during monthly SBDM Council Meetings.	

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	All schools in the district participate in Test Analysis Data Day to review academic progress, student achievement, and test data to determine areas of growth and complete a needs assessment. Each grade level reviews data from the needs assessment and then works in grade level and vertical groups to develop and contribute to the school wide Action Plan.	

# Comprehensive School Improvement Plan

Beattyville Elementary School

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Strategies based on scientific research and best educational practices, will be used at all grade/content areas. Beattyville Elementary utilizes RTI interventions, Reading Recovery, Pimzer, Guided Reading and Literacy Groups, Read To Achieve, and Singapore Math to assist identified students. Teachers and Principals participate in LDC/MDC Instructional Leadership Network Collaboratives. The Lee County District has become a pilot district for the new Principal and Teacher Evaluation System. Principals and teachers have received extensive training on the new evaluation system.	

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.	Yes	Funds from Title I as well as other federal and state programs have allowed the school to provide additional intervention services in the form of Reading Recovery Specialist, Literacy Groups, and resource materials. Technology advances with Active Boards in every classroom, excellent computer labs at every school, and the most current technology resources using I PADS with fifth grade students as a paperless classroom are just a few of the innovative initiatives that are being funded with our integration of Title I and other programs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Principal and teachers in team meetings identify struggling at risk students that need RTI interventions. Classroom teachers maintain individual RTI student folders that contain skills students are working on, student growth charts, and progress monitoring documentation to be reviewed in team meetings. Teachers also refer at risk students for after school ESS services.	

**Comprehensive School Improvement Plan**

Beattyville Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Funds from Title 1 as well as other federal and state programs are coordinated and integrated to provide staffing, instructional materials, research based programs, professional development, and etc. in coordination of resources allows schools to identify needs and to develop a plan to meet the needs of our students. Beattyville Elementary has received a READ TO ACHIEVE GRANT for the last seven years that has helped to provide a reading recovery teacher to assist struggling readers, provide literacy groups, and reading recovery services.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	The school planned activities have allowed for implementation of additional intervention services in the form of Reading Recovery Specialist, literacy Groups, and resource materials. Technology advances with Active Boards in every classroom, excellent computer labs at every school, and the most current technology resources using I PADS with fifth grade students as a paperless classroom are just a few of the innovative initiatives that are being funded and are coordinated with the regular educational program.	

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.	Yes	SBDM Council and the Principal review and monitor with the CSIP impact checklist the targeted assistance activities for identified students. The Principal and teachers in team meetings review progress of students identified for RTI intervention. RTI documentation on individual students is reviewed regularly to monitor continuous student progress. If students are not making progress, teachers adapt and change instructional strategies and techniques. Teachers receive ongoing in house directed professional development by reading specialist, Leadership Network Collaborative teachers, and principal.	

# Comprehensive School Improvement Plan

Beattyville Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes	Paraprofessionals receive professional development in Reading Recovery strategies, small guided reading group instruction, and early reading literacy skills to help students identified for assistance programs and activities.	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes	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, and etc. in coordination of resources to allows schools to identify needs and to develop a plan to meet the needs of our students.	

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Parents are included in the implementation of a Parent Compact and a Parent Involvement Policy, both the compact and the Parent Involvement Policy are included in the handbooks for all parents to sign and participate. At all school functions parents are given the opportunities to complete a survey comment card on how we can make our schools a better place for students/ and or/ parents. Parents are included on all SBDM Councils, as well as other committees to improve school to parent communication.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance planning components into the existing school improvement planning process.	Yes	All schools have incorporated the eight Targeted Assistance planning components into the existing school CSIP Plan.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Continuous and quality Professional Development are provided by school and district teacher network leaders, reading specialists, coaches, principals, and additional outside educational resources. Teachers may also choose individualized professional development opportunities on PD 360 provided by KDE.	

# Comprehensive School Improvement Plan

Beattyville Elementary School

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	The Principal begins every school year with a review and discussion of the CSIP. Teachers all have copies and are familiar with the established goals. In SBDM Council meetings the CSIP Plan impact checklist is reviewed to monitor implementation by council members and the principal. Teachers provided documentation for SBDM council member to review for implementation requirements.	

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	The CSIP is available to all staff, parents, and stakeholders to examine on the school and district websites. (lee.kyschools.us)	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	Schools notifies parents when their (child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified. The district makes every effort to only use teachers who are qualified to teach specified content for any extended length of time. Retired teachers are contacted to sub in content areas where teachers will need to be out for an extended time.	

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	Beattyville Elementary provides a career and college ready based curriculum that is covered in units by all classroom teachers (K-5) based on Common Core Standards for College and Career Readiness. All students participate in Career Day activities. All fifth grade students go on a fieldtrip to the local Lee County Area Technology Center for a guided tour to become more informed and knowledgeable about various careers.	

# Comprehensive School Improvement Plan

Beattyville Elementary School

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.	Yes	The school does ensure 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.	

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	Para-educators are under the direct supervision of a highly qualified classroom teacher at all times when providing instruction.	

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	Beattyville Elementary does ensure that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher.	

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	Para-educators at Beattyville Elementary have schedules that involve instruction and are under the supervision of highly qualified teachers. Limited time is devoted to non-instructional duties.	

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	Beattyville Elementary maintains a schedule for para-educators that provide the majority of their time to be utilized in instruction with students under the supervision of a highly qualified teacher.	

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

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

# **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:**

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### **Measurable Objective 1:**

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

#### **Strategy1:**

Writing Proficiency - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers model the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not ledigble, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level working on the same skill at the same time to encourage communication between the grade levels. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

**Comprehensive School Improvement Plan**

Beattyville Elementary School

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze Growth Over Time Writing Pieces that students do three times a year after Think Link Testing. Growth Over Time pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a Growth Over Time piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level working on the same skill at the same time to encourage communication between the grade levels. The Principal and staff developed a long range writing map to follow for he school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

**Measurable Objective 2:**

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

**Strategy1:**

Writing Proficiency - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers model the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not ledigble, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level working on the same skill at the same time to encourage communication between the grade levels. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

# Comprehensive School Improvement Plan

Beattyville Elementary School

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze Growth Over Time Writing Pieces that students do three times a year after Think Link Testing. Growth Over Time pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a Growth Over Time piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level working on the same skill at the same time to encourage communication between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

**Goal 2:**

All students at Beattyville Elementary will increase Reading K-Prep scores from 50% to to 75% by 2015.

**Measurable Objective 1:**

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

**Strategy1:**

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times,

# Comprehensive School Improvement Plan

Beattyville Elementary School

even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 34% to 70% by 2015.

### Measurable Objective 1:

collaborate to increase the overall math performance for Beattyville Elementary from 63.2 to 74.5 by June 2015. by 06/09/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level.

Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

# Comprehensive School Improvement Plan

Beattyville Elementary School

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills. by 05/30/2013 as measured by student participation in a career awareness instructional unit, in addition intermediate students will conduct research on the internet on careers of interest .

### Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade) students do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers.	Academic Support Program	01/03/2013	05/30/2013	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

### Strategy1:

All classroom teachers will identify stRTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

# Comprehensive School Improvement Plan

Beattyville Elementary School

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

Needs Assessment #1 - Teachers will complete professional development to implement the school wide writing plans that will have primary and intermediate teachers model the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding for student reflection. All teachers will utilize the Situation: Purpose: Audience: Task (S.P.A.T.) Technique for writing prompts, on-demand and short constructed responses. Writing will be taught in mini lesson and not completed in just one piece in one lesson in a day. Writing will be a long term plan for the school year, with every grade level addressing skills, and the three modes of writing.

Needs Assessment # 2 - Principal, teachers, and Reading Specialist will continue to review individual student reading and math progress on STAR Assessments, benchmarks, and on classroom formative and summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Needs Assessment #3 - Analysis of K-Prep and Stanford 10 indicate the need to decrease the percentage of students scoring at the Novice level. RTI intervention data and documentation will be kept on individual students along with progress monitoring in each classroom and reviewed in grade level team meetings.

## **Component 2: Schoolwide Reform Strategies**

### **Schoolwide Reform Strategies**

#### **Goal 1:**

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### **Measurable Objective 1:**

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

#### **Strategy1:**

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

# Comprehensive School Improvement Plan

Beattyville Elementary School

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

# Comprehensive School Improvement Plan

Beattyville Elementary School

common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

### Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

### Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

KDE State Teacher and Administration trainings are provided every month to assist educational staff to implement new Kentucky Academic Core content Standards and transition students and staff into new curriculum standards. KDE has provided training for our district that is piloting both the new PGES and TPGES new evaluation system for principals and teachers. Staff have received indepth training and opportunities to implement the new evaluation system. RTI and ESS after school/summer school, Reading Recovery, Program Reviews for Arts/Humanities, Practical Living, Writing, K-3 Primary Program, Singapore Math, Read To Achieve Grant, and STAR Assessments are school wide reform strategies and programs that are utilized by staff to improve student progress and achievement. Beattyville Elementary has established a school wide reading goal of 20,000 AR points. Weekly recognition of students for AR points and Math progress and achievement have established a culture that stresses the importance of reading daily and maintaining high standards for mathematical achievement with our Singapore Math Program. Beattyville Elementary adopted Singapore Math in 2010 as the comprehensive district wide elementary program that stresses 80% mastery of content before moving to other skill areas.

## Component 3: Instruction By Highly Qualified Teachers and Paraeducators

### Instruction By Highly Qualified Teachers and Paraeducators

#### Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### Measurable Objective 1:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

#### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

**Goal 2:**

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

**Measurable Objective 1:**

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

**Strategy1:**

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

### Narrative:

All Beattyville Elementary as well as all Lee County District, employ teachers that meet the highly qualified status. The district does not recommend, hire, or place 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:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### Measurable Objective 1:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

#### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not ledigble, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

### Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

### Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

### Narrative:

Lee County schools provide for high quality and on-going professional development for teachers, para-educators, principals, staff and parents to meet the state's Academic Core content Standards as evidenced by professional development agenda, logs, etc. KDE through PD 360 offers staff additional opportunities for individualized, current, convenient, and timely professional development with a broad range of choices and subjects from computer generated educational webinars, articles, and formative assessments.

## Component 5: Strategies to Attract Highly Qualified Teachers

### Strategies to Attract Highly Qualified Teachers

#### Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

#### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

### Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

### Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

### 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 the SBDM Council and Principals for final recommendations.

## Component 6: Parent Involvement

### Parent Involvement

**Goal 1:**

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

**Measurable Objective 1:**

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

**Strategy1:**

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

**Goal 2:**

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

**Measurable Objective 1:**

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessmets, RTI documentation, and formative/summative assessment..

**Strategy1:**

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Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level.

Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 3:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

### Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

### Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

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Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

### Narrative:

The FRYSC Program in all schools provides family literacy services through components of the FRYSC grant. Beattyville Elementary regularly holds Open House, Parent Orientation Night, Parent/Teacher Conferences, and various trainings throughout the school year. Parents are invited to attend and participate in our Community Reading Day, Math Fun Nights, Arts Night, Appalachian Days, Career Days, Red Carpet Ceremony, Grandparent Day, Veterans Day Program, XMAS Bazaar, Book Fairs, and Spring Fling. Every Friday morning in the gym students are recognized for perfect attendance, AR reading points/reading and math achievement and other outstanding contributions and commitment to school environment. Parents are welcomed and invited to attend. In addition, every month the Principal sends home a Home School Connection Newsletter that offers educational information on how to help your child be successful in school, parenting tips, and activities. Classroom teachers send home Communication Folders every Monday with student work, notes to parents, progress reports, and any other pertinent information concerning student progress. Every student has a daily calendar that goes home and returns back to school for parents to review and sign. The calendar helps parents to see and monitor student behavior on a daily basis. Beattyville Elementary strives to have regular and consistent communication with parents.

## Component 7: Transition to Kindergarten

### Transition to Kindergarten

**Goal 1:**

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

**Measurable Objective 1:**

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

**Strategy1:**

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

**Goal 2:**

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

**Measurable Objective 1:**

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

**Strategy1:**

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Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level.

Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 3:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

### Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

### Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

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Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 4:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

Assists transition - Elementary schools provide 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.

## **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:**

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### **Measurable Objective 1:**

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

#### **Strategy1:**

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

### Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

### Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

Beattyville Elementary has developed a schedule that allows for common planning time for grade level teachers. During this common planning time the principal, reading specialist, and grade level teachers meet together in team meetings to review student progress, STAR Reading and STAR math results, Think Link data, RTI documentation, and student work. The Principal shares individual student progress on STAR Reading and STAR Math, classroom reports with teachers as well as grade level reports on students that score Above Grade Level, At Grade Level, or Below Grade level on STAR Assessments. In team meetings the Principal and grade level teachers discuss any students not showing progress, review RTI documentation, develop strategies and interventions for struggling students. Teachers are able to discuss in team meetings any problems, receive information, analyze student work, and assessments to help make decisions to help all students to be successful.

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

### Activities to Ensure that Students Meet State Academic Standards

#### Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

#### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

## Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

## Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

**Goal 3:**

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

**Measurable Objective 1:**

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

**Strategy1:**

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

**Goal 4:**

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

### Narrative:

Students who experience difficulty with mastery of Kentucky standards are provided additional assistance through a variety of programs and personnel such as intervention programs (RTI and or special education program), ESS, summer school, Reading Recovery as well as help from para-professionals.

## Component 10: Coordination and Integration of Programs

### Coordination and Integration of Programs

#### Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

#### Measurable Objective 1:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

#### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All classroom and enrichment teachers will utilize a variety of formative and summative assessments to gather specific, descriptive, and authentic student feedback to make instructional changes to improve student achievement in the classroom.

## Measurable Objective 1:

80% of All Students will demonstrate a proficiency in student achievement in English Language Arts by 06/01/2013 as measured by student progress on six week benchmark goals analyzed in team meetings.

## Strategy1:

Variety of Formative Assessments to Drive Instruction - Teachers will analyze student feedback from a variety of Formative Assessments to  
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make changes in the classroom instruction. Feedback from Formative Assessments will be utilized to address the different gaps in student knowledge and to meet the needs of the students working at different levels. Teachers will complete professional development in differentiated instruction to address the gaps in student knowledge as a result of the move to the new Common Core Standards. Each grade level team will work with the principal, an instructional coach and grade level teachers to set up classroom structures that support differentiated approaches based on children's goals, skills, and learning preferences.

Research Cited: null

Activity - Monitor Implementation of Formative Assessments and Differentiated Instruction to Improve Student Achievement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, Reading Specialist, district representative, and grade level team teachers will meet every six weeks to review individual student achievement and progress, to discuss and review strategies for improvement, RTI interventions and documentation, and other resources. The principal will monitor the implementation of a variety of formative assessments and differentiation of instruction through walkthroughs, team meetings, and teacher observations.	Academic Support Program	08/13/2012	06/10/2013	\$500 - Title I School Improvement (ISI)	Principal, District Representative, Reading Specialist and Grade Level Teachers

### Goal 3:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

### Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

### Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 4:

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All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

## Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

## Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

## Goal 5:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms

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sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 6:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

### Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

### Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

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Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## 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, and etc. in coordination of resources allows schools to identify needs and to develop a plan to meet the needs of our students. Beattyville Elementary has received a Read To Achieve Grant for the last seven years that has helped to provide a reading recovery teacher to assist struggling readers, provide literacy groups and reading recovery services.

# **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:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

### Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

## Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

## Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress SY 2013-2014

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on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

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All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will

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need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

Tell Survey - The school after reviewing data determined that Writing was an area of need. The staff developed a Writing Policy, Long Range Planning Map by grade levels, and determined writing strategies and resources that will be used consistently throughout the school year by all students. Reading and Math student growth and progress will continue to be tracked in team meetings.

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

## Goal 1:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

## Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

## Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

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Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

## Goal 2:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

## Goal 3:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

### Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

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## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

K-Prep Combined Proficiency - Principal and teachers in team meetings review student progress and achievement to determine students that are not making progress and need RTI interventions. Progress Monitoring and documentation is maintained on identified students to determine student growth and improvement. ESS/after school tutoring is utilized to assist students with additional assistance. Special education services are provided for students that qualify for accommodations.

**All children were screened for kindergarten readiness.**

## Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

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Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## **Measurable Objective 2:**

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

## **Strategy1:**

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

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Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

**Goal 2:**

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

**Measurable Objective 1:**

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

**Strategy1:**

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

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Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

### Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

### Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

### Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

### Goal 4:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

### Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to

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present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

## Goal 5:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be

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successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

Kindergarten Readiness - All kindergarten students participate in screening for Kindergarten readiness skills that identify areas where students need assistance. Action plans are developed and communication is sent home to parents with suggestions for helping each child. From the data teachers identify students that need RTI interventions. Teachers compile progress monitoring and documentation on identified students and review student progress in team meetings.

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

### Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

### Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

### Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular

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schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Measurable Objective 2:

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if

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Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

## Measurable Objective 1:

85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by SY 2013-2014

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06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

## Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

## Goal 3:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

## Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

## Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

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Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

## Goal 4:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

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

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## Goal 1:

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

## Strategy1:

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

## Narrative:

K-Prep 3rd Grade Proficiency - During Test Data Analysis Day all grade level teachers analyze test results to determine gaps, areas of weaknesses, and strengths by grade level student data. Each grade level develops an Action Plan to incorporate successful strategies and resources that have proven to be beneficial for improving student growth and achievement into a school wide Action Plan. In addition, Principal and teachers track individual student growth on all summative assessments to review for continuous improvement and growth.

**The school identified specific strategies to address subgroup achievement gaps.**

## Goal 1:

All students at Beattyville Elementary will increase Reading K-Prep scores from 63% to to 75% by 2015.

## Measurable Objective 1:

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85% of All Students will demonstrate a behavior to improve student achievement in Reading performance in English Language Arts by 06/09/2014 as measured by student reading progress on six week benchmark goals, RTI documentation, STAR Reading and K-Prep results..

## Strategy1:

Reading Proficiency - Principal, teachers, and Reading Specialist will meet in grade level teams to review individual student reading progress on STAR Reading assessments, benchmark assessments and on classroom formative/summative assessments to determine student progress, continuous improvement, and referrals for RTI interventions.

Research Cited: Research has indicated that struggling students need additional time for reading interventions in small groups and at times, even one-on-one assistance to become successful readers. Struggling students require diagnostic testing to determine weak areas and plan focused instruction for improvement.

Activity - Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor with active participation the implementation of grade level teams to review student reading progress, RTI documentation, and instructional strategies and resources to ensure that all students are making continuous reading progress.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal and teachers

## Goal 2:

All students at Beattyville Elementary will increase Math K-Prep scores from 63% to 75% by 2015.

## Measurable Objective 1:

demonstrate a proficiency to increase the overall math performance for Beattyville Elementary students by 06-01-2015 as measured by Star Math individual student results every six weeks, benchmark assessments, RTI documentation and grade level formative and summative assessments. by 06/01/2014 as measured by STAR Math individual student results every six weeks, benchmark assessments, RTI documentation, and formative/summative assessment..

## Strategy1:

Math Proficiency - Principal, Reading specialist, and grade level teachers will meet in team meetings to review and discuss individual student progress results on STAR Math, benchmark assessments, RTI documentation, and formative/summative assessments. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

**Comprehensive School Improvement Plan**

Beattyville Elementary School

Activity - Math Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor implementation and active participation of principal and grade level teachers in team meetings to review individual student STAR Math progress, tracking sheets, benchmark growth charts, and RTI intervention documentation. Team members discuss instructional strategies and resources for struggling students not on grade level.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Teachers

**Goal 3:**

All students at Beattyville Elementary will increase the averaged combined reading and math proficiency ratings for all students in the non-duplicated gap groups from 50.4 to 80.6 by 2017.

**Measurable Objective 1:**

A 85% increase of All Students will demonstrate a proficiency by improvement in performance areas for all gap students in Mathematics by 06/05/2017 as measured by K-Prep Gap school results.

**Strategy1:**

All classroom teachers will identify RTI Interventions for Reading and Math. - All classroom teachers will identify struggling students that will need RTI interventions after analyzing STAR Reading, STAR Math and Think Link results in team meetings. Team teachers will determine RTI schedule times to work with students during the week, 2 days for Reading and 2 days for math RTI interventions. Team members will review and discuss instructional strategies and resources for students that are not demonstrating growth or not performing on grade level. Principal and teachers will examine Progress Monitoring documentation and student progress tracking sheets.

Research Cited: Research studies have shown that regular and consistent tracking of student progress and planning a focused approach on individual areas of growth will ensure that all students will make progress. Research has shown that gathering student data, but much more importantly, analyzing student data is vitally important to ensuring continuous student improvement and assisting all students to be successful.

Activity - Monitoring Progress of Gap Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor and track student gap progress in team meetings with principal and grade level team teachers. Student progress on STAR Reading, STAR Math, Think Link, benchmark growth charts/assessments, and RTI documentation will be reviewed and analyzed to ensure continual student growth and achievement.	Academic Support Program	08/08/2013	06/09/2014	\$0 - No Funding Required	Principal Grade level teachers Reading specialist Special Needs Resource Teacher Teacher Assistants and other support staff

**Narrative:**

Achievement Gaps - Principal and grade level teachers review individual student progress and growth every six weeks on STAR Reading and Math to identify students not making progress and needing RTI interventions. Teachers maintain documentation and charts of continual progress monitoring on identified students to assist with instructional planning and areas of need.

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

## Goal 1:

All students at Beattyville Elementary will become proficient writers as evidenced by improvement on student writing portfolios, program reviews, and end of year testing results.

## Measurable Objective 1:

A 85% increase of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Constructed Responses, and On-Demand Writing in Writing by 06/09/2014 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolios..

## Strategy1:

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

**Comprehensive School Improvement Plan**

Beattyville Elementary School

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

**Measurable Objective 2:**

85% of All Students will demonstrate a proficiency on Writing Portfolios, Conventions, Short Answer Responses, and On-Demand Writing in English Language Arts by 05/30/2013 as measured by K-Prep data, classroom writing performance benchmarks, program review writing documentation, and student Writing Portfolio results..

**Strategy1:**

Plan for Writing - Teachers will complete professional development to implement the school wide writing plan that will have primary and intermediate teachers modeling the three kinds of writings, offer resources and share teaching strategies to improve student writing. Teachers will analyze, review, add extensions, and conference with students to improve writing. On-Demand and short constructed responses will be reviewed individually and analyzed with color coding and writing rubric modeled by the classroom teacher. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. Writing mechanics should be carried over to all writing assignments. The daily writing standard at Beattyville Elementary, will be "if the writing is not legible, is not written correctly, the student writing does not meet the modeled expectations." Conferencing is the key, to helping students to improve with writing skills. Reading and Writing should be integrated. Writing should be taught in mini-lessons and not completed in just one piece during one lesson in a day. Writing should include correct sentence structure, grammar, and punctuation. Writing should be a long term plan for the school year, with every grade level addressing the outlined grade level writing pieces. The school writing team have identified by grade level teams the three modes of writing to be covered. Teachers have selected to use the Situation, Purpose, Audience, Task (S.P.A.T.) technique for on-demand writing prompts, and other modes of writing school wide to develop consistency and

# Comprehensive School Improvement Plan

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common language across grade levels. Grade levels teams will practice reading and math short constructed responses on a regular schedule to assist students with modeling and practice. The Principal and staff have developed a long range map to follow for our school wide writing process to address the new writing goals.

Research Cited: Research has shown that the writing process must be integrated into all content areas as well as mini lessons on a regular basis to help students become successful writers.

Activity - Writing Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Beattyville Elementary staff will analyze the three modes of writing developed by grade level teams. Writing pieces will be revised, extensions added, as well as individual student conferencing for improved writing and placed in the Student Writing Folder to travel with the student. The next grade level teacher may choose a writing piece for that student to revise, improve, and develop into a Portfolio piece, therefore continuing the writing process. 2. On-Demand and short constructed response writing will be reviewed individually, analyzed with color coding, and a writing rubric modeled by the classroom teacher for instructional learning as a whole. 3. Opinion pieces will be modeled for students, practiced and analyzed with consistency and regularity. Writing pieces that stress opinions will begin in kindergarten and by second grade these pieces should include at least one supportive statement for that opinion. 4. Writing mechanics should be carried over to all writing assignments. The daily school-wide writing standard will include the expectation of legible handwriting that is easily read by all stakeholders. 5. Reading and Writing will be integrated to assist with the day to day instructional time constraints. Writing should be taught in mini-lessons and not completed in just one writing piece during one lesson in a day. Writing will include correct sentence structure, grammar, and punctuation. 6. Writing Proficiency will be a long term plan for the school year, with every grade level using the Situation, Purpose, Audience, Task (S.P.A.T.) Technique for writing to encourage communication and consistency of writing standards between the grade levels. The Principal and staff developed a long range writing map to follow for the school-wide writing process to address the writing changes.</p>	Academic Support Program	01/03/2013	06/09/2014	\$0 - No Funding Required	Principal Two Writing Cluster Leaders (Primary and Intermediate Teachers)

## Goal 2:

All students at Beattyville Elementary will be on track for College and Career Readiness with participation in classroom instructional units on career awareness and classroom planning with students for college readiness.

## Measurable Objective 1:

collaborate to prepare all students for career awareness and college readiness skills by 05/30/2013 as measured by student participation in a career awareness instructional units, in addition, the intermediate students will conduct research on the internet on careers of interest to present to an audience of peers and guests..

## Strategy1:

SY 2013-2014

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## Comprehensive School Improvement Plan

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Career Awareness - 1. All teachers at Beattyville Elementary will include a Career Awareness and College Readiness instructional unit as part of the curriculum. Intermediate teachers will have ( 4-5th grade students) do research on the internet about various careers. Students will be asked to explain the job responsibilities, education requirements, salary, desired characteristics to be successful, and other important facts. 2. All students will participate in a school wide Career Day that will allow students to visit with guest speakers in different classrooms sharing information with students about various career and lifestyle choices. 3. Fifth grade students will take a fieldtrip to the Lee County Area Technology Center to tour the facility and receive information about additional career choices.

Research Cited: Research has proven that students can develop an interest in a career at an early age that helps to motivate students to continue their education and fulfill goals.

Activity - Career and College Readiness Education	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will develop instructional materials to share with students to develop an awareness of different careers and the educational requirements. Students will participate in hands on activities and discussion to interest and focus students on goals to become college ready and to pursue a career of interest. All students will participate in a school wide Career Day that shares information from guest speakers about various careers. Fifth grade students will tour the Lee County Area Technology Center to obtain additional information and opportunities for career choices.	Academic Support Program	08/01/2013	05/01/2014	\$500 - Title I Schoolwide	Principal Family Resource Center Director

### Narrative:

Program Reviews - The Principal and Program Review Committee Team developed a process to provide evidence and documentation from grade level teams during team meetings (both on the sky drive and hard copy). Regular Program Review update reports are given at the monthly SBDM Council meetings, as well as a continual review of the implementation of the Program Review Action Plan by the team to address weak areas and review ongoing evidence.