



Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Nelson County School District

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TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	6
--	---

Additional Information.....	7
-----------------------------	---

Cox's Creek Improvement Plan 2013-2014

Overview.....	9
---------------	---

Goals Summary.....	10
--------------------	----

Goal 1: Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.....	11
---	----

Goal 2: Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.	17
---	----

Goal 3: Professional Growth and Effectiveness System Goal: Increase percentage of effective teachers from _____ in 2015 to _____ in 2020.....	20
---	----

Activity Summary by Funding Source.....	22
---	----

KDE Needs Assessment

Introduction.....	30
-------------------	----

Data Analysis.....	31
--------------------	----

Areas of Strengths.....	32
-------------------------	----

Opportunities for Improvement..... 33

Conclusion..... 34

KDE Assurances - School

Introduction..... 36

Assurances..... 37

Title I Schoolwide Diagnostic

Introduction..... 45

Component 1: Comprehensive Needs Assessment..... 46

Component 2: Schoolwide Reform Strategies..... 55

Component 3: Instruction By Highly Qualified Teachers and Paraeducators..... 64

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals..... 72

Component 5: Strategies to Attract Highly Qualified Teachers..... 77

Component 6: Parent Involvement..... 87

Component 7: Transition to Kindergarten..... 91

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction..... 94

Component 9: Activities to Ensure that Students Meet State Academic Standards..... 102

Component 10: Coordination and Integration of Programs..... 110

Compliance and Accountability - Elementary Schools

Introduction..... 118

Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Cox's Creek Elementary, situated in rural Nelson County, is located about six miles north of Bardstown. Cox's Creek serves kindergarten through 5th grades, providing a range of educational and support experiences based upon the vision: "Maximizing Potential for All!" Close teamwork between teachers, parents, students, and the community is maintained through regular conferences, weekly newsletters, volunteer activities, multiple Literacy and parent nights, and an active PTO. Cox's Creek parents, grandparents, and community members volunteer over 3,000 hours through the school year and are active participants in school-sponsored and extra-curricular events.

The Cox's Creek Elementary 38-acre campus provides an outdoor classroom, while rich curriculum connections are established through such events as the "Share the Gift of Reading Campaign," Career Day events, Family Literacy Nights, Character Days, visiting artists, community resource people, and other experiences that help Cox's Creek "Maximize Potential for All!" As a schoolwide Title I school, Cox's Creek strives to provide experiences that both bridge gaps and extend opportunities for students with a wide range of economic circumstances and experiences. The staff of Cox's Creek Elementary is composed of approximately 60 certified and classified professionals who are highly qualified for their roles and who continue to participate in on-going professional development to expand capacity to address the needs of CCES students.

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.

It is the purpose of Cox's Creek Elementary to provide all students with a well-rounded educational experience that builds life-long learners who possess the strong academic skills, artistic skills, interpersonal skills, and problem-solving skills required to be responsible, productive citizens.

Cox's Creek Vision Statement: Maximizing Potential for All!

Belief Statements of Cox's Creek:

The staff of Cox's Creek Elementary School believes that students learn in a safe, stimulating, holistic environment that is developmentally appropriate to support continuous progress for each child.

We believe educational experiences should be meaningful, engaging, and designed to promote continuous progress for all.

We believe students must show respect for self and others and must accept responsibility in the learning process.

We believe that we must work as a team to see that every child has the opportunity to experience success within a network of faculty, parents, students, and the community.

We believe that the success of each child is the responsibility of all!

Mission Statement:

It is the mission of Cox's Creek Elementary School,
working as a team of staff, parents, students, and community members,
to maximize the achievement of every student
in order to develop responsible, productive, independent citizens
who demonstrate mastery in all academic, artistic, and interpersonal areas
as well-rounded, life-long learners.

Cox's Creek Elementary embodies its vision and mission through the use of carefully designed curriculum maps based on the Kentucky Core Academic Standards with unit instruction framed by pre-assessments, flexible groupings to target diagnostic instruction, and post-assessments to gauge progress and plan next steps. Cox's Creek uses a dedicated math hour based on flexible math groupings in which all of the staff participates in provision of diagnostic instruction as the core math program. Spiral review is built into instruction through the use of intervention stations and small group interventions/enrichment sessions. Teachers use reading assessment data to develop flexible groupings to promote continuous progress and to address skills needs identified through ongoing progress monitoring. Literacy instruction is based on the KCAS English/Language Arts standards in listening, speaking, reading, and writing, with individual student progress promoted through individual and small group diagnostic instruction. All teacher teams provide intervention support based on GRADE, STAR, GMADE, MAP, KPREP, and classroom data to promote continuous progress.

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.

Cox's Creek Elementary has made a number of achievements and improvements of the last three years. Cox's Creek Elementary made consistent improvement in student achievement as measured by CATS assessment, reaching and sustaining scores at and above 100. As the KCAS and the assessment system have transitioned, Cox's Creek teachers and students have aggressively addressed implementation of the Kentucky Core Academic Standards through the development of curriculum mapping based on district pacing guides with integrated unit development that allows teachers to integrate multiple modalities (including standards-based instruction drawn from Arts and Humanities integration), to integrated content-rich reading and writing activities across all units, and to refine the use of pre- and post-assessment data to increase the use of differentiation strategies in order to match student instruction to student readiness and need. Cox's Creek demonstrates significant increase in the use of Total Participation techniques in order to fully integrate formative assessment to inform instruction. Mapping/unit development days have been built into the instructional calendar in order to assure teacher responsiveness and use of data to support team and classroom decisions.

Cox's Creek Elementary KPREP data, as well as other available assessment data (GRADE, GMADE, MAP, STAR, etc.) reveal the need for continued refinement of the alignment of instruction to the KCAS at all grade levels in order to increase student achievement at levels of proficient and beyond, as well as assuring that each individual student measures growth. Areas for improvement will include: 1) increase use of diagnostic differentiation of instruction based on student instructional needs and strengths. This will include building capacity of each staff member to use data to identify instructional needs, develop instructional plans, measure progress toward standards mastery, and adjust instruction based on student performance. This improvement will be essential to reduce the number of novice students, to increase the students who score proficient/distinguished, and to assure that every student demonstrates growth as a result of targeted instruction. 2) Increase teacher capacity with and application of research-based strategies that promote critical thinking and skill application at high levels. These strategies will include, but not be limited to: questioning strategies, writing in all content areas, increasing student self-assessment, assessment literacy, diagnostic reading instruction, math literacy within the KCAS, arts and humanities integration, etc. These strategies and supporting resources will be built into Cox's Creek Elementary Curriculum maps and will be reflected in individual and team planning/instructional delivery.

Additional Information

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

Cox's Creek Improvement Plan 2013-2014

Overview

Plan Name

Cox's Creek Improvement Plan 2013-2014

Plan Description

GAP update required per KRS 158.649

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	Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.	Objectives: 1 Strategies: 8 Activities: 20	Organizational	\$99200
2	Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$500
3	Professional Growth and Effectiveness System Goal: Increase percentage of effective teachers from _____ in 2015 to _____ in 2020.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy 1:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0	No Funding Required	administrator, instructional coach, literacy team

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0	No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy 2:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). *12 Brain/mind learning principles in action: The fieldbook for making connections, teaching*. SY 2013-2014

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systemmatic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0	No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy 3:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0	No Funding Required	administrator and instructional coach

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0	No Funding Required	Administrator, instructional coach, all staff;

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0	No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Strategy 4:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0	No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0	No Funding Required	All teachers, administrator, instructional coach, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0	No Funding Required	All staff, administrator, instructional coach; PLC review

Strategy 5:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0	No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0	No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Strategy 6:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$97000	Title I School Improvement (ISI), Booster Fund, School Council Funds, Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0	No Funding Required	All teachers, administrator, instructional coach

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000	Other	administrator, all teachers, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0	No Funding Required	all staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0	No Funding Required	Administrator, instructional coach, all staff

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0	No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0	No Funding Required	administrator, instructional coach

Strategy 7:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0	No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy 8:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage,

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy

JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200	General Fund	all staff, administrator, instructional coach

Goal 2: Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy 1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0	No Funding Required	All staff, administrator, instructional coach; PLCs

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0	No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs
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Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0	No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Homework Help	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0	No Funding Required	Administrator, guidance counselor, volunteer staff

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0	No Funding Required	administrator, related arts teachers, all teachers; PLC review

Strategy 2:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--
 LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction
 Research Cited: Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.
 Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0	No Funding Required	Administrator, guidance counselor, FRYSC personnel
Activity - History Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods--Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500	Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers
Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0	No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Strategy 3:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. The Interdisciplinary Journal of Problem-based Learning, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. The Interdisciplinary Journal of Problem-based Learning, 1(2), 1-18.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0	No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach
Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0	No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC
Activity - Performance Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Performance projects based on related arts, practical living and career studies standards--Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0	No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Goal 3: Professional Growth and Effectiveness System Goal: Increase percentage of effective teachers from _____ in 2015 to _____ in 2020.

Measurable Objective 1:

demonstrate a proficiency Goal and objective data will be set in 2015 after baseline data are received by 05/30/2014 as measured by implementation data..

Strategy 1:

Professional Growth and Effectiveness System, Professional learning and support, Collection and Use of Data - All staff develop comfort and familiarity with the Framework for Teachers and the TPGES system, with emphasis on the peer observation and familiarity with components to develop teacher competencies.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Research Cited: KY TELL Survey, Human Capital Management and Development; VAL ED

Activity - TPGES Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for all staff on the Framework for Teaching and TPGES components	Professional Learning	10/16/2013	05/30/2014	\$0	No Funding Required	building administrator
Activity - Peer Observer Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on the TPGES teacher peer observer process and practice with peer observations	Professional Learning	10/16/2013	05/30/2014	\$0	No Funding Required	building administrator
Activity - PGES Pilot Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TPGES Pilot team will participate fully in the components of the PGES. All staff will be kept apprised of progress and process in preparation for full participation.	Professional Learning	09/11/2013	05/30/2014	\$0	No Funding Required	building administrator and PGES Pilot team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Groupings based on analysis of data	Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$38000	Administrator, instructional coach, literacy team, classroom teachers, support personnel
Total					\$38000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy Groupings based on analysis of data	Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$25000	Administrator, instructional coach, literacy team, classroom teachers, support personnel
Total					\$25000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Map Revision	Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200	all staff, administrator, instructional coach
Total					\$1200	

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
KPREP-like, Timed Writing and Timed Assessments	Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council
Community Reading Campaigns	Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0	Administrator, guidance counselor, FRYSC personnel
Arts Toolkit Integrations	Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0	administrator, related arts teachers, all teachers; PLC review
Homework Help	Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0	Administrator, guidance counselor, volunteer staff
Peer Assisted Learning	Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0	administrator, guidance counselor, instructional coach, classroom teachers
Teacher training on differentiation strategies	All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0	administrator, instructional coach
Intervention Groupings	Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0	all staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Recruit and Schedule Volunteers	Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0	administrator, guidance counselor, FRYSC, teachers,
Leveled Math Groupings based on analysis of data	Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0	All teachers, administrator, instructional coach
Peer Observer Teacher Training	Teacher training on the TPGES teacher peer observer process and practice with peer observations	Professional Learning	10/16/2013	05/30/2014	\$0	building administrator
Acceleration Groupings	Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team
Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0	administrator, instructional coach, literacy team, grade level teams
Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council
Teacher Training on Junior Great Books Inquiry Strategies	Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0	administrator, instructional coach, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Data-based Intervention Groupings	Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs
Individual Writing Folder	All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0	All teachers, administrator, instructional coach, literacy team
Systemmatic Integration of Secret Stories for Reading and Writing	PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0	administrator, instructional coach, literacy team, primary teams
Writing to Learn	Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0	Administrator, instructional coach, all staff;
Teacher Training on 3.8 Paragraph	PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0	administrator and instructional coach
TPGES Teacher Training	Training for all staff on the Framework for Teaching and TPGES components	Professional Learning	10/16/2013	05/30/2014	\$0	building administrator
Word Wall--content and standard-based	Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0	All staff, administrator, instructional coach; PLC review
Data-based Reading Groupings	Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0	All teachers, literacy team, administrator, instructional coach; PLCs

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Literacy/Math Family Nights	Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff
School-wide student jobs	Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel
FLAT Stanley Project	Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0	All teachers, administrator, guidance counselor, literacy team, instructional coach
DATA folders/automaticity practice	Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0	Administrator, instructional coach, all staff
Data based Math groupings	Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0	All staff, administrator, instructional coach; PLCs
Read-a-Thon	Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC
PGES Pilot Team	TPGES Pilot team will participate fully in the components of the PGES. All staff will be kept apprised of progress and process in preparation for full participation.	Professional Learning	09/11/2013	05/30/2014	\$0	building administrator and PGES Pilot team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Performance Projects	Performance projects based on related arts, practical living and career studies standards--Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Vocabulary Notebook Refinements	PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000	administrator, all teachers, instructional coach
Literacy Groupings based on analysis of data	Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$25000	Administrator, instructional coach, literacy team, classroom teachers, support personnel
Total					\$26000	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
History Days	History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods--Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Literacy Groupings based on analysis of data	Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000	Administrator, instructional coach, literacy team, classroom teachers, support personnel
					Total	\$9500

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?**

Cox's Creek Elementary is using data to identify the instructional strengths and weaknesses of the instructional program and individual students. By analyzing the data, including student growth trends within student groups, individual performance, and individual growth, CCES seeks to strengthen core instruction through improved KCAS alignment and to provide instructional interventions that will increase the performance of every student. KPREP data indicate that 26.8 percent of student scored novice in reading, while only 40.8 percent scored proficient or distinguished. This performance requires additional emphasis on alignment with KCAS for all aspects of reading instruction, increased opportunity for students to participate in "cold" reads, increased attention to Lexile levels in reading materials, and increased use of writing integrations in which students provide evidence from the text and practice responding to reading tasks in a timed format. According to KPREP data in math, 26.8 percent of students performed at the novice level, while only 32.8 percent of students performed at proficient or distinguished levels. The CCES staff must continue to improve alignment between instruction and the KCAS math standards. While it is important to improve math fluency through the use of data folders, work with math concepts in a problem-solving format must become a critical foundation of math instruction K-5. Addressing assessment in a timed format must be a more frequent part of instruction, too.

KPREP writing data indicate that 26.3 percent of students are proficient/distinguished with 11.8 percent novice. Because novice writing has an adverse effect on all areas of assessment, direct instruction with careful alignment to ELA standards is critical. Students must be given additional opportunities to write daily with clear mastery criteria and clear expectations regarding content language and clear expression of ideas.

KPREP Science data indicate that 65 percent of student are proficient/distinguished in science, while 15.6 percent are novice. Vertical planning with emphasis on inquiry strategies and math-science integrations are essential to increasing levels of proficiency across all students. KPREP social studies data indicate that 2.6 percent of students are novice, while 57.9 percent are proficient/distinguished. It will be important to provide strong emphasis on cultural connections and relevance to students in order to increase the number of proficient performance students in social studies.

Cox's Creek Elementary continues to use multiple assessment measures to identify performance levels and diagnostic information that is not available through KPREP data. Because KPREP does not provide specific diagnostic information regarding concepts/skill mastery levels that guide instructional develop, supporting assessments including GRADE, GMADE, MAP STAR, MobyMax, common assessments, and classroom assessments are essential to designing instruction that can improve achievement.

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?

Science and social studies are areas of relative strength. KPREP data show that only 2.6 percent of students were novice in science. Strength of instruction in both science and social students rests in high levels of teacher accountability, student engagement, and comfort with the standards in science and social students. In order to sustain that strength, curriculum map revisions must increase integrations of literature, non-fiction, and writing. Teachers are working to increase the use of high level questioning and writing responses in order to promote synthesis and analysis of science and social studies content, vocabulary, and concepts.

Opportunities for Improvement

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

2012-2013 KPREP performance data indicate three related areas of needed improvement:

1. GAP REDUCTION--non-duplicated gap students performed below their peers in every area. Continued emphasis on strong KCAS and Core Content alignment in every subject area is essential to maximize instructional time and to assure that gap students are getting quality exposure to the content on which they will be assessed. Diagnostic data, including MOBYMAX and other assessments, will be used to identify skill deficits and to design and deliver instructional interventions, individualized tasks, and sustained spiral review. Based on research on the power of instructional vocabulary and the exponential deficit of many children of poverty, CCES staff will work to provide engaging and motivating activities with high levels of student accountability to build concept-based experiences that can be used to add relevance and personal connections for students. Those activities will include: Pioneer Days, Career Days, resource speakers, field trips, etc., with relevant follow-up activities.

Community connections such as "I Love to Read" days, Readathon, and "Share the Gift of Reading" campaigns provide community role models and real-world connection to school. School level jobs designed to provide students personal connections and sense of importance at school help to establish time management, follow-through, and leadership skills to increase student motivation and engagement. Family literacy nights, in collaboration with FRYSC and TITLE I, provide both student and parent engagement, providing support to parents by modeling activities and providing resources that can be used at home in support of student skill acquisition and practice.

2. Growth--As the growth data matches students with students who are at the same performance level, looking for comparable growth, it is imperative that each student has growth goals and that instruction is matched to assure opportunity and accountability to that growth. In order to improve in the area of growth, assessment data and ongoing progress monitoring are used to establish performance goals and those goals are included in student data folders. Paired with individual goal setting must be differentiated instruction and increased use of individual student accountability through use of Total Participation Techniques and teacher reflection to increase student performance, no matter what the performance starting point may be.

3. Novice and Apprentice reduction--KPREP data indicate that the CCES performance levels remained static. It is imperative that instructional attention is adjusted in order to reduce the number of students who have limited mastery of standards. Mastery must be the goal of instruction, with emphasis on mastery at high levels. In order to improve, MAP data, in tandem with GRADE, GMADE, STAR, MobyMAX, common assessments and teacher assessments, provide diagnostic data to identify domains and specific skill needs for target instruction. By using that diagnostic data to create diagnostic whole group instruction, paired with small group instruction and supplemented with before, during, or after-school interventions, CCES instruction can be tailored to meet student needs. Matching instruction to where students need to go is the key.

Conclusion

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

Embedded PD will be provided to increase implementation of differentiation strategies, high level questioning, comprehension strategies, and writing across content areas. These trainings will be paired with research-based resources to support teachers as they work to meet student needs. Embedded PD will also be provided to increase teacher capacity with Total Participation Techniques in order to increase student accountability and engagement. Teachers will receive training in specific writing and literacy strategies to increase use of informational texts, visualization strategies, and standards-dense planning. CCES PLC's will work together to refine alignment of assessments to standards and to share resources in support of highly aligned instruction.

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	School level representatives worked as teams to analyze KPREP and additional achievement data for all students. Results were used to diagnose strengths, weaknesses, and to identify plans of action in each content area and for each subgroup.	

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	Increased use of diagnostic, data-based groupings and targeted delivery using MAP, GRADE, GMADE, Brigance, STAR, and other data. Developed standards-based maps and units to increase instructional and assessment alignment within the core program. Teacher schedules analyzed with emphasis on maximizing instructional time and the quality of instruction to increase sense of urgency toward instruction.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Preschool students make site visits. Principal visits to preschools to read with and visit students and to help parents with transitions. Spring kindergarten screening provides opportunity for parents and students to visit the school and work one-on-one with school personnel to determine strengths and growth areas; parent input sought regarding learning styles, prior experiences, interests, etc. Information used to develop groupings and match students to teachers. This is in addition to Brigance screening in the fall.	

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

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	Small group and/or individual instructional strategies targeted to student needs in literacy include: Reading Recovery, Great LEAPS, CIM model activities, GRADE interventions, MobyMax diagnostic interventions, STAR early literacy, Reading A-Z, direct instruction, leveled guided reading and guided writing. Small group and/or individual instructional strategies targeted to student needs in math include: Dedicated math hour, GMADE interventions, MobyMax diagnostic interventions, direct instruction, diagnostic tutoring.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	Jobs posted with maximum lead time; applications and reference checks carefully screened; interview committee seeking highly qualified teachers who will be best fit with CCES vision and mission. Social, leadership, and professional supports provided to reward and retain highly qualified teachers.	

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 staff (certified and classified) are qualified and motivated to meet the needs of students, consistently going above and beyond. Certified and classified staff seek out professional growth opportunities and assume teacher-leader roles in sharing/supporting colleagues to expand the capacity of all.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title I funds spent only on allowable programs in support of quality instructional support of students.	

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Multiple parent involvement activities planned and well-attended, including--Title I cookout, Sundaes and Standards Night, Grandparents Bingo, standards-based Family Literacy nights (students participate in literacy-based activities while parents work with principal and staff to create and use games & support activities to use with students at home). Parent compact and parent involvement policy in place.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Components of planning criteria integrated to involve all stakeholders and to make instructional planning, both long and short-term, based on student instructional needs.	

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	Stand-alone and embedded professional development provided in all identified areas of need, including both schoolwide and individualized growth needs.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes	Ongoing monitoring based on individual, class, and grade level student performances with attention to targeted gap groups and students who are not making expected progress.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Academic achievement data in constant review. As a school wide Title I school, services and resources are made available to all students based on performance data and instructional needs.	

Comprehensive School Improvement Plan

COXS CREEK 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	Wide variety of core instruction and intervention strategies in place to support student achievement. Core instruction is closely linked to KCAS through a combination of Junior Great Books, guided reading, direct instruction, Daily 5, and MacMillan McGraw Hill Treasures. Student progress monitoring is used to develop targeted groupings in which CIM strategies and additional guided reading strategies are matched to student skill needs.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	School wide program--All students are eligible and provided assistance as needed.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Systemic planning used to integrate intervention supports based on student performance data in conjunction with state grant (Read to Achieve), special education, and Kentucky Core Academic Standards so that activities provide maximum student support.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	Multiple parent-involvement activities (Back-to-School, Family Literacy Nights, Standards Nights, Grandparents Bingo, Math night, etc.) planned that closely align with regular education program to provide students with guided practice and parents with background information and resources to support students at home.	

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	No	N/A	

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	No	N/A	

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	All funds are spent on appropriate programs and activities with financial records maintained by the district on Title I expenditures.	

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	Parent Compact and Parent Involvement Policy in place. Parent involvement is a high priority with activities planned and implemented to support student achievement.	

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

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	Professional development provided throughout school year to strengthen capacity with comprehension strategies, ELA standards implementation, Word Their Way strategies, writing across the curriculum, math strategies, Total Participation Strategies, questioning strategies, and causes and cures in the classroom.	

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	Surveys and analysis of student achievement data used to inform changes.	

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

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	http://nelson.kyschools.us/wp-content/uploads/2013/03/ccescsip-2.1.13.pdf	

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	There is a procedure in place, but CCES has not had a circumstance in which students have been taught by teachers who are not highly qualified.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes	Student academic achievement data, teacher growth plans, state and local initiatives, and identified student needs inform professional development in order to build teacher capacity to ensure the college and career readiness of each student.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	No	N/a These individuals are not listed.	

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	Paraprofessionals provide instructional support directly to students under the direct supervision of highly qualified teachers.	

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.	No	N/A School wide program	

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only	Yes	Daily schedule maintained reflecting almost exclusive use of time for direct services for students.	

Comprehensive School Improvement PlanCOXS CREEK ELEMENTARY SCHOOL

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	No	N/A School wide services	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Title I funds are not used in any way to reduce class sizes.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Title II funds are not used to impact cap sizes.	

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:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Strategy2:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy3:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Strategy4:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Strategy5:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy6:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy7:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) *Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators*. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. *School Administrator*, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." *Mathematics Teaching in the Middle School* 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. *T.H.E Journal*, 31(11), 38-40.

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Comprehensive School Improvement Plan
COXS CREEK ELEMENTARY SCHOOL

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$25000 - Title I School Improvement (ISI) \$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Strategy2:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Strategy3:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational Development Laboratory

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Narrative:

KPREP data, MAP data, GRADE and GMADE data, OS data, CIM data, and STAR literacy data were all used in combination with Brigance, common assessments, and performance monitoring were all used to identify student performance mastery and instructional needs. Student instructional needs were identified based on data and diagnostic groupings with matched instruction were developed at every grade level. Specific instructional needs identified included vocabulary (to be addressed through word walls, vocabulary binders, multiple modalities), comprehension (to be addressed through JGB inquiry strategies, use of timed passages, questioning training), and reading stamina. The resulting literacy and math groupings are supported by direct instruction through Title I personnel and resources, as well as professional development support through Title I staff. Specific gaps identified include CCES ESS and low SES students to be addressed by provision of targeted instruction and activities designed to provide real-world experiences to increase relevance for students.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Strategy2:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

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Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

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PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Other \$25000 - Title I School Improvement (ISI)	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Strategy3:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy5:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systemmatic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Strategy6:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Strategy7:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5.

Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Strategy8:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). *Writing to read*:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Strategy9:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary

Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational

Development Laboratory

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Strategy2:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

comparative study of instructional methods and student characteristics. The Interdisciplinary Journal of Problem-based Learning, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. The Interdisciplinary Journal of Problem-based Learning, 1(2), 1-18.

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Strategy3:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Narrative:

Assessment data, including KPREP, GRADE, GMADE, MobyMax, STAR, Brigance, OS, and classroom assessments will be used to identify student strengths and instructional needs for diagnostic groupings, including both reading and math. Students will be served through differentiated classroom instruction and small group supplemental instruction using leveled readers, MacMillan Treasures/Triumphs resources, GREAT LEAPS, MobyMax standards-based resources, GRADE and GMADE diagnostic resources, and CIM model interventions. GAP group students will be identified and specifically targeted through groupings and supplemental instructional activities provided by a combination of classroom teachers, intervention teachers, ECE teachers, and paraprofessional support.

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy2:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of

accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Strategy3:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$25000 - Other \$9000 - Booster Fund \$25000 - Title I School Improvement (ISI) \$38000 - School Council Funds	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Comprehensive School Improvement Plan
COXS CREEK ELEMENTARY SCHOOL

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy5:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Strategy6:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

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Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systemmatic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational Development Laboratory

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Strategy2:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Strategy3:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Narrative:

All teachers and paraprofessionals are highly qualified for the roles in which they are serving. Extensive background checks, reference checks, and interview committee seek information about interests, expertise, and compatibility with the Cox's Creek learning community. Teacher and paraprofessional qualifications are enhanced through stand-alone and embedded professional development targeting instructional best-practice to increase student achievement.

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

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Strategy2:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Strategy3:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy5:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systemmatic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy6:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Strategy7:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Narrative:

Professional development (stand-alone and embedded) is provided to build teacher capacity with instructional best practice in literacy and math. Teachers and paraprofessionals implement strategies and programs refined through PD support in order to improve student achievement.

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Strategy2:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Strategy3:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). *State Standards and State Assessment Systems: A Guide to Alignment*. Washington, DC: Council of Chief State School Officers.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy5:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5.

Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.),

Building struggling students' higher level literacy: Practical ideas, powerful solutions. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy6:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy7:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Other \$25000 - Title I School Improvement (ISI)	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Strategy8:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Strategy9:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Strategy2:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary

Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational

Development Laboratory

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Strategy3:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Narrative:

Highly qualified teachers and paraprofessionals are sought through job postings maintenance of a strong school reputation. Applications are carefully reviewed, references checked, and all candidates are interviewed through the school committee seeking the best match for the needs of the school.

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy2:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Strategy3:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards--Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Strategy2:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary

Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational

Development Laboratory

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Narrative:

Family literacy events scheduled throughout the year including Open House cookout, Great Leaps trainings, Standards-based evenings (ELA and Math) each semester, theme-based literacy events, grandparents BINGO, etc. Parent surveys, regular parent newsletters and personal communication are used to get parent input and to provide support in increasing student achievement.

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jeynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational Development Laboratory

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Strategy2:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. The Interdisciplinary Journal of Problem-based Learning, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. The Interdisciplinary Journal of Problem-based Learning, 1(2), 1-18.

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards--Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Narrative:

Group visits arranged for preschool students to visit CCES, with opportunity to visit classrooms and other locations around the school.

Principal visits to preschool sites to read to students and interact with them in their preschool location. Kindergarten screening in the spring giving students and parents opportunity to meet with and work with CCES personnel and to provide diagnostic information that can help with class placements and provision of appropriate instructional opportunities.

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

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy2:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman &

Comprehensive School Improvement Plan
COXS CREEK ELEMENTARY SCHOOL

Littlefield.

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy3:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy4:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Strategy5:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP,

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$38000 - School Council Funds \$9000 - Booster Fund \$25000 - Title I School Improvement (ISI) \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Strategy6:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Strategy7:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Strategy8:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks

based on KCAS ELA standards

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Narrative:

Assessment data are used to inform instruction, to develop groupings, and to develop diagnostic interventions in order to assure continuous

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

progress. All teachers are involved in the analysis of KPREP, MAP, and other assessment data, looking at data by grade level, by classroom, by content area, and by instructional strand. Every teacher is involved in long and short term planning based on data through committee analysis and through PLC and individual analysis.

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

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy2:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Strategy3:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Strategy4:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Strategy5:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Strategy6:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in SY 2013-2014

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy7:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$38000 - School Council Funds \$25000 - Title I School Improvement (ISI) \$9000 - Booster Fund \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Strategy8:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

SY 2013-2014

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COXS CREEK ELEMENTARY SCHOOL

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy9:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Narrative:

Through performance data analysis, students who are at risk of falling behind or failing to make adequate progress are identified, grouped, and served through targeted interventions provided by teachers and paraprofessionals before, during, and after school. Standards-based groupings are served through supplemental instruction (beyond core instruction) using diagnostic resources to provide additional practice or

in-depth exploration of needed skills or concepts.

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Strategy2:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy3:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Strategy4:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. Learning Disabilities Research & Practice, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. Learning

Comprehensive School Improvement Plan
COXS CREEK ELEMENTARY SCHOOL

Disabilities Research & Practice, 15(2), 85-91.

Topping, K (2008). Peer-assisted learning: A practical guide for teachers. Newton, Mass.: Brookline Books.

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Strategy5:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy6:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. *School Administrator*, 61(7), 30.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." *Mathematics Teaching in the Middle School* 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. *T.H.E Journal*, 31(11), 38-40.

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Title I School Improvement (ISI) \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Strategy2:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellissimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Narrative:

Resources allocated through Title I, Section 6, SBDM, and Activity funds are used to provide staffing and resources to meet student instructional needs. Technology, books and materials, and personnel are used effectively to improve instruction.

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:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Strategy2:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systemmatic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy3:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy4:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Strategy5:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5.

Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy6:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy7:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Title I School Improvement (ISI) \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Strategy8:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Strategy9:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Narrative:

Insufficient number of teachers responded to TELL survey to generate results for the 2012-2013 school year. Teacher teams identified need to address GAP needs by building teacher capacity and refinement of knowledge and implementation of KCAS as priorities to improve student achievement.

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy2:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy3:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy4:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Strategy5:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best

teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." *Mathematics Teaching in the Middle School* 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. *T.H.E Journal*, 31(11), 38-40.

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000 - Booster Fund \$25000 - Title I School Improvement (ISI) \$38000 - School Council Funds \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Strategy6:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Strategy7:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Strategy8:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Strategy9:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Narrative:

Strategies identified to impact instructional strategies across core instruction and to strengthen opportunities and experiences for students through targeted activities in reading, writing, and math.

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP,

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

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Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$25000 - Title I School Improvement (ISI) \$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Narrative:

Students screened twice--kindergarten screening conducted on all students using modified Brigance, cutting, coloring, etc. in the spring with parent survey to identify student interests, experiences, learning style, self-help skills, etc. Data used to link students and staff and develop class groupings. Brigance II given to all kindergarten students within first month of school. Data used to information instructional planning and delivery.

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

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PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$9000 - Booster Fund \$38000 - School Council Funds \$25000 - Title I School Improvement (ISI) \$25000 - Other	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Strategy2:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

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Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy3:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: *Family Literacy: A Review of Programs and Critical Perspectives*

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards--Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Narrative:

Collaborative efforts with Early Learning Center to get preschool students in the building prior to enrollment. Kindergarten screen conducted in the spring to provide parents with information about student readiness and ideas of at-home activities to enhance student skills and conceptual understanding in math, pre-reading, motor skills, and social skills.

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$38000 - School Council Funds \$25000 - Other \$25000 - Title I School Improvement (ISI) \$9000 - Booster Fund	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Strategy2:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5. Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Strategy3:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). *12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain*. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). *In a reading state of mind: Brain research, teacher modeling, and comprehension instruction*. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). *Connecting brain research with effective teaching: The brain- targeted teaching model*. Lanham, MD: Rowman & Littlefield.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Systematic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy5:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Strategy6:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy7:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Strategy8:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. *Learning Disabilities Research & Practice*, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. *Learning Disabilities Research & Practice*, 15(2), 85-91.

Topping, K (2008). *Peer-assisted learning: A practical guide for teachers*. Newton, Mass.: Brookline Books.

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Strategy9:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Strategy2:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Strategy3:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act. Alexandria, VA.

Comprehensive School Improvement Plan
COXS CREEK ELEMENTARY SCHOOL

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Narrative:

Multi-age groupings in place in order to ensure flexibility of grouping as students demonstrate need for adjusted instructional pace. Increased emphasis on strategic use of combined modalities to link visual/verbal in order to increase retention through strategies included Secret Stories, academic-based Take 10, and musical connections. Careful monitoring of progress data in order to develop individualized plans and diagnostic groupings in order to foster continuous progress. Integration of RTA grant and targeted interventions school wide to catch student deficits early and promote standards mastery.

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Strategy2:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Literacy Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using reading performance data, students will be grouped for small group guided reading/literacy activities based upon KCAS ELA standards in reading, writing, speaking, and listening. Classroom teachers, literacy team, and additional staff will be used to provide small group support in addition to classroom reading instruction.	Direct Instruction	08/06/2013	05/29/2015	\$38000 - School Council Funds \$25000 - Other \$25000 - Title I School Improvement (ISI) \$9000 - Booster Fund	Administrator, instructional coach, literacy team, classroom teachers, support personnel

Activity - Leveled Math Groupings based on analysis of data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon math preteaching and preassessment, students grouped for math instruction during common math hour school-wide. Student progress monitored through GMADE, MAP, and grade level assessments with data used for flexible groupings. Spiral review built into classroom stations and additional math instruction.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Activity - Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Small groups created based on performance data to provide targeted instruction beyond the school day. (Before or after school)	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	all staff

Activity - DATA folders/automaticity practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student self-monitoring of mastery of vocabulary, math fluency, MAP, GRADE, STAR, and MobyMax goal setting as maintained through student data folders	Direct Instruction	10/14/2013	06/02/2014	\$0 - No Funding Required	Administrator, instructional coach, all staff

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Math Vocabulary Notebook Refinements	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC developed math vocabulary listing converted to multi-modal vocabulary pages and compiled into Math Notebook K-5. Each grade level standards vocabulary defined, illustrated, modeled, and used in application format to be passed forward to the subsequent grade level.	Direct Instruction	08/06/2013	05/29/2015	\$1000 - Other	administrator, all teachers, instructional coach

Strategy3:

Schoolwide Training on PGES - All teachers participate in training on key elements of PGES system to build familiarity with the indicators of accomplished and exemplary teaching in the Framework for Teaching.

Research Cited:

Activity - Peer Observations PGES Pilot Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot PGES team complete self-reflection, peer observation, peer conferencing, and formal observations to increase instructional capacity	Professional Learning	10/14/2013	06/02/2014	\$0 - No Funding Required	PGES pilot team; administrator

Activity - PGES training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
regular practice with teaching exemplars for coding, observation, and self-reflection	Professional Learning	10/14/2013	05/30/2014	\$0 - No Funding Required	administrator; instructional coach

Strategy4:

Parent Training - Family Literacy Nights based on KCAS Math Standards, Reading Standards, and Writing Standards. Students provided with engaging activities while parents meet with staff members in small groups to build familiarity with the standards. Parents provided with manipulatives and resources to address targeted standards.

Research Cited: Family Literacy: A Review of Programs and Critical Perspectives

Margaret Caspe, June, 2003

What Really Matters in Family Literacy?

Linda Wason-Ellam, Joanie Crandall. Jan. 2009

Activity - Literacy/Math Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading, Writing, Math-based evenings in which students engage in standards-based activities; parents work with staff members to build familiarity with KCAS ELA standards in reading and writing and KCAS math standards; parents given resources to support application of standards with students at home	Parent Involvement	08/06/2013	05/30/2014	\$0 - No Funding Required	Administrator, Instructional Coach, Title I staff, teachers, FRYSC staff

Strategy5:

Junior Great Books - Teachers will fully implement Junior Great Books/Inquiry-based reading instruction linked to ELA standards K-5.

Following professional development, teacher teams will work with instructional coach, administrator, and literacy team to integrate both the challenging literature of the JGB program and inquiry-based questioning with additional literature to link listening, speaking, reading, and writing standards.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Research Cited: Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students, comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Waters, K. C. (2010). Literacy initiatives in the urban setting that promote higher level thinking. In Collins, J. L., & Gunning, T. G. (Eds.), *Building struggling students' higher level literacy: Practical ideas, powerful solutions*. Newark, DE: International Reading Association.

Murphy, P. K., Wilkinson, I. A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2009). Examining the effects of classroom discussion on students' comprehension of text: A meta-analysis. *Journal of Educational Psychology*, 101(3), 740-764.

Activity - Monitor Implementation of JGB and Inquiry-based Literacy Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the implementation of Junior Great Books and Inquiry-based literacy instruction through lesson plan review, walk-throughs, PLC planning, and written student responses to Inquiry-based Extended Responses; progress update to SBDM council	Policy and Process	11/25/2013	05/29/2015	\$0 - No Funding Required	administrator, instructional coach, literacy team, grade level teams

Activity - Teacher Training on Junior Great Books Inquiry Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Refine training for all K-5 teachers on JGB and Inquiry Strategies, focusing on questioning to address KCAS ELA standards.	Professional Learning	02/05/2014	12/19/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team

Strategy6:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Strategy7:

Secret Stories - Teacher (K-3) will implement multi-modality based Secret Stories phonics instruction to improve reading and writing skills in context of KCAS ELA standards. Each will work with teacher team, instructional coach, and administrator to increase literacy integrations (listening, speaking, reading, and writing) through the use of the Secret Stories program.

Research Cited: Caine, R.N., Caine, G., McClintic, C., & Klimek, K. (2005). 12 Brain/mind learning principles in action: The fieldbook for making connections, teaching, and the human brain. Thousand Oaks, CA: Corwin Press.

Fisher, D., Frey, N., & Lapp, D. (2009). In a reading state of mind: Brain research, teacher modeling, and comprehension instruction. Newark, DE: International Reading Association.

Hardiman, M.M. (2003). Connecting brain research with effective teaching: The brain- targeted teaching model. Lanham, MD: Rowman & Littlefield.

Activity - Systemmatic Integration of Secret Stories for Reading and Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams refine curriculum maps and development of curriculum materials to incorporate specific instruction on Secret Stories phonemic principles.	Direct Instruction	01/07/2013	06/02/2014	\$0 - No Funding Required	administrator, instructional coach, literacy team, primary teams

Strategy8:

Study Buddies - Peer tutoring of students based on assessment data, parent referral, and self-referral to address reading, writing, and math skills.

Research Cited: Kunsch, C., Jitendra, A., & Sood, S. (2007). The effects of peer-mediated instruction in mathematics for students with learning problems: A research synthesis. Learning Disabilities Research & Practice, 22(1), 1-12.

Burnish, Fuchs & Fuchs (2005). Peer-assisted learning strategies: An evidence-based practice to promote reading achievement. Learning Disabilities Research & Practice, 15(2), 85-91.

Topping, K (2008). Peer-assisted learning: A practical guide for teachers. Newton, Mass.: Brookline Books.

Activity - School-wide student jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student jobs and responsibilities assigned through student application and interest to include specific responsibilities around the building in order to increase motivation and sense of community/belonging/positive behavior management. Applications, interviews, job-evaluation, etc. will be used to support ELA standards.	Other	08/06/2013	06/02/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, individual classroom teachers, office staff, FRYSC personnel

Activity - Peer Assisted Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Cross-level and same-level partners work on specific skills before school, after-school, and during DEAR time.	Tutoring	08/06/2013	12/22/2014	\$0 - No Funding Required	administrator, guidance counselor, instructional coach, classroom teachers

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Data-based Intervention Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on performance data, instructional deficits identified and addressed through targeted instruction beyond regular classroom instruction--before or after school, lunch intervention, extra reading time, small group skill targeted intervention with particular attention to non-duplicated gap students	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, instructional coach, all teacher, RTA teacher, literacy team, parent volunteers; PLCs

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Homework Help	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Before/After school instructional support for targeted students matched to instructional needs; teacher/administrator volunteer schedule to provide targeted skill support	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, volunteer staff

Activity - Data based Math groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on math preteaching and pre-assessments, students grouped for direct instruction and interventions. Emphasis on kinesthetic and visual/verbal links built into lesson planning; musical support for math facts/terminology; teachers participate in professional development to increase proficiency with wide range of hands-on math activities	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All staff, administrator, instructional coach; PLCs

Activity - Data-based Reading Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analysis of performance data including, but not limited to: DRA, running records, GRADE, STAR, etc. used to create diagnostic reading groupings and interventions. Classroom instruction built on student readiness with attention to kinesthetic and visual/verbal linked modalities. Individualized reading tasks developed as a part of reading stations and differentiated/individualized reading tasks. Teacher training on literacy strategies with emphasis on comprehension strategies, visualization, questioning strategies, and high levels of student mastery.	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	All teachers, literacy team, administrator, instructional coach; PLCs

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Strategy2:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

Education & Urban Society 35(2): 202-218.

Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary Education Act. Alexandria, VA.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Henderson, Anne T. and K.L. Mapp. 2002. A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Strategy3:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. The Interdisciplinary Journal of Problem-based Learning, 1(2), 49-69.

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. The Interdisciplinary Journal of Problem-based Learning, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards-- Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Narrative:

Experience-rich activities and resources planned to provide real-world connections for students. Thematic integration planned to provide opportunity for standards-dense instruction that promotes student application of experiences to the academic standards.

Vocabulary/language rich activities developed with targeted Tier II and Tier III vocabulary built into instruction with increased opportunity for students to use the words and high levels of accountability. Interventions provided to address identified progress deficits--before school, Breakfast Club, throughout the day, peer tutoring, after school.

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

Goal 1:

Increase the averaged combined reading and math K-PREP scores 37% to 72% by 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math performance of Cox's Creek Elementary students from 37% to 44% by 05/30/2014 as measured by K-Prep.

Strategy1:

Daily Writing Integration based on KCAS ELA standards - Curriculum maps, lesson plans, and daily instruction will include writing tasks based on KCAS ELA standards

Research Cited: What Really Matters in Writing: Research-Based Practices Across the Curriculum

Patricia M. Cunningham, James W. Cunningham

Graham, S., & Hebert, M. A. (2010). Writing to read:

Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington,

DC: Alliance for Excellent Education.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - KPREP-like, Timed Writing and Timed Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide continuous practice with assessment formats modeled after KPREP; Provide direct teaching of task-approach skills and budgeting of time, followed by opportunities for students to write in a timed format.	Other	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, literacy team, instructional coach; Assessment analysis conducted within PLCs; progress reported to SBDM council

Activity - Word Wall--content and standard-based	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Direct instruction with high levels of student accountability to numbered word wall based on content and standards-based vocabulary.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All staff, administrator, instructional coach; PLC review

Activity - Individual Writing Folder	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students K-5 will maintain writing folder based on CCES writing policy with progress monitored through Kentucky Marker Paper continuum, rubrics, and teacher analytic & holistic scoring feedback.	Direct Instruction	01/07/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, instructional coach, literacy team

Strategy2:

PLC Curriculum map refinement - Grade level teams, with input from Literacy and related arts, continue to refine schoolwide curriculum maps to assure coverage, accountability, and mastery of all KCAS standards in ELA and Math, with purposeful integration of writing to demonstrate learning, Science, Social Studies, related arts, career studies, and literature/informational texts. KPREP-like assessments will be developed as pre- and post-tests for instructional units. Refinement will be reviewed and monitored through grade level PLCs.

Research Cited: Learning-Goals-Driven Design Model: Developing Curriculum Materials That Align With National Standards and Incorporate Project-Based Pedagogy JOSEPH KRAJCIK

KATHERINE L. MCNEILL BRIAN J. REISER August 2007;

LaMarca, P., D. Redfield, and P. Winter. (2000). State Standards and State Assessment Systems: A Guide to Alignment. Washington, DC: Council of Chief State School Officers.

Activity - Grade Level Map Revision	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher teams refine maps through the addition of high level questions, resources, writing tasks, arts toolkit and career studies connections, broad-based theme connections, KPREP-like assessments, and open response prompts	Professional Learning	08/06/2013	05/29/2015	\$1200 - General Fund	all staff, administrator, instructional coach

Strategy3:

Advance Organizers for Writing Products - Students will be taught appropriate advance organizers/graphic organizers and processes for development of written products. Teachers will complete professional development in 3.8 paragraph structure and related writing processes. Each will work with administrator and instructional coach in context of PLC to integrate daily writing and monitor individual student progress toward KCAS ELA standards. 1.5, 2.6, and 3.8 paragraph development and design built into CCES writing policy and plan.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Research Cited: Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

By Robert J. Marzano, Debra Pickering, Jane E. Pollock;

Curriculum Design for Writing Instruction: Creating Standards-Based Lessons

By Kathy Tuchman Glass

Activity - Teacher Training on Writing to Learn/Writing to Demonstrate learning strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training based on KCAS ELA standards writing/literacy products and processes. Refinement of ELA maps to integrate science, social studies, and related arts concepts through writing products.	Professional Learning	01/07/2013	05/29/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff; team leaders in review of maps and units for integration; report progress to SBDM council

Activity - Writing to Learn	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Build from Total Participation Techniques to individual student products to demonstrate synthesis, analysis, and evaluation of standards-based vocabulary, concepts, and understandings through short answer, extended response, and KCAS ELA writing products; teacher training on writing strategies, feedback/peer revision, modeling strategies, posted student work	Direct Instruction	08/06/2013	05/22/2015	\$0 - No Funding Required	Administrator, instructional coach, all staff;

Activity - Teacher Training on 3.8 Paragraph	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PD provided to build teacher capacity with writing strategies, 3.8 paragraph, on-demand, and ELA writing standards	Professional Learning	01/07/2013	12/26/2014	\$0 - No Funding Required	administrator and instructional coach

Strategy4:

Differentiated Instruction to Promote Continuous Progress - Teachers will use available performance data (including, but not limited to, MAP, GRADE, GMADE, STAR, STAR Early Literacy, common assessments, running records, etc.) to identify student performance levels and instructional needs. Instructional groupings and activities will be matched to student readiness levels.

Research Cited: Bender, W. (2002) Differentiating instruction for students with learning disabilities: Best teaching practices for general and special educators. Thousand Oaks: Corwin Press, Inc.

Tomlinson, C. A. (2004b). Research evidence for differentiation. School Administrator, 61(7), 30.

C.A. Little, S. Hauser, and J. Corbishley. "Constructing Complexity for Differentiated Learning." Mathematics Teaching in the Middle School 15, no. 1 (2009): 34-42.

McBride, B. (2004). Data-driven instructional methods: "One-strategy-fits-all" doesn't work in real classrooms. T.H.E Journal, 31(11), 38-40.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Acceleration Groupings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based upon student performance data, students who demonstrate above level performance provided with resources and activities at appropriate levels of challenge, including leadership activities.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	Instructional Coach/Gifted Instructor, Administrator, each grade level team, literacy team

Activity - Teacher training on differentiation strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers trained in refinement of use of research-based best practices in content, process, and product differentiation to assure continuous progress; reciprocal teaching strategies, TPT strategies, high level questioning strategies, progress monitoring, etc.	Professional Learning	08/06/2013	12/23/2014	\$0 - No Funding Required	administrator, instructional coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in non-duplicated gap group from 23% in 2012 to 67% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all student in the non-duplicated gap group from 25% to 39% by 05/30/2014 as measured by K-PREP.

Strategy1:

Data review paired with Differentiated Instruction to Promote Continuous Progress - Performance data (including, but not limited to: pre-assessments, MAP, GMADE, GRADE, STAR, STAR Early Literacy, DRA, teacher-made tests, running records, etc.) used to identify levels of instructional readiness and student needs. Learning styles/preferences used to identify optimal instructional modalities. Instruction designed and delivered based on data.

Research Cited:

Activity - Arts Toolkit Integrations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Focused integration of activities from Arts Toolkits--Music, Art, Dance, Drama--to support ELA and Math Standards; Teacher teams inclusion of toolkit activities in ELA and Math maps, establishing social studies, science, and literature connections.	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, related arts teachers, all teachers; PLC review

Strategy2:

Project-based Activities - Provision of real-world experiences--artists, actors, reenactors, musicians, etc.--and projects to supplement textbook experiences and to provide opportunities for GAP students to have experiences not typically part of their daily lives

Research Cited: Mergendoller, J. R., Maxwell, N. L., & Bellisimo, Y. (2006). The effectiveness of problem-based instruction: A comparative study of instructional methods and student characteristics. The Interdisciplinary Journal of

Problem-based Learning, 1(2), 49-69.

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Belland, B. R., Ertmer, P. A., & Simons, K. D. (2006). Perceptions of the value of problem-based learning among students with special needs and their teachers. *The Interdisciplinary Journal of Problem-based Learning*, 1(2), 1-18.

Activity - Read-a-Thon	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Author study, illustrator study, and setting studies as basis for student letter-writing and research projects to encourage reading, writing, and ELA presentation skills. Focus on real-world literacy activities to support Gap students.	Community Engagement	01/06/2014	06/02/2014	\$0 - No Funding Required	All staff, parent volunteers, literacy team, instructional coach, guidance counselor, FRYSC

Activity - Performance Projects	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Performance projects based on related arts, practical living and career studies standards--Broadway Delights, Holiday Program, Art Showcase, Multicultural Fair, Artist/Author/Musician studies, PTO programs, Fine Arts Super Saturday, Meet the Masters Program	Direct Instruction	08/06/2013	12/23/2014	\$0 - No Funding Required	Related Arts Staff, Classroom teachers, parent volunteers, guidance counselor, administrator

Activity - FLAT Stanley Project	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Literacy project connecting listening, speaking, reading, and writing to develop letters and reports about school/community and gather information about schools/students around the US. Engagement of gap students in real-world literacy activities	Direct Instruction	08/06/2013	05/29/2015	\$0 - No Funding Required	All teachers, administrator, guidance counselor, literacy team, instructional coach

Strategy3:

Community Models - Community readers, parents, business leaders, etc. brought into classroom to model reading and to focus emphasis on succeeding in school--I LOVE TO READ Campaign, Read-a-thon Campaign, Share the Gift of Reading Campaign; recruit and schedule parent/community volunteers to support instruction

Research Cited: Jaynes, W.H. 2003. A meta-analysis: The effects of parental involvement on minority children of academic achievement.

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Communities in Schools. 2007. National Educational Imperative: Support for Community-Based, Integrated Student Services in the Reauthorization of the Elementary and Secondary

Education Act. Alexandria, VA.

Henderson, Anne T. and K.L. Mapp. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, TX: National Center for Family &

Community Connections with Schools, Southwest Educational Development Laboratory

Comprehensive School Improvement Plan

COXS CREEK ELEMENTARY SCHOOL

Activity - Community Reading Campaigns	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community, parent, and business volunteers invited as readers and models to build imperative of reading/succeeding in school. Establish role models of successful individuals to increase school involvement and to mentor students.	Community Engagement	08/06/2013	12/23/2014	\$0 - No Funding Required	Administrator, guidance counselor, FRYSC personnel

Activity - History Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
History Days in which community and staff volunteers provide hands-on experiences with historical artifacts, processes, clothing, and concepts representing different periods-- Colonial Days, Pioneer Days; provide real-world connections for gap students	Community Engagement	08/06/2013	06/02/2014	\$500 - Booster Fund	Administrator, staff volunteers, all teachers, FRYSC personnel, community volunteers

Activity - Recruit and Schedule Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Phone and print recruitment of volunteers to provide student and school level support before, during, and after school; conduct volunteer training; provide specific training/support for instructional and technical roles	Community Engagement	08/06/2013	05/29/2015	\$0 - No Funding Required	administrator, guidance counselor, FRYSC, teachers,

Narrative:

Each teacher and team integrating Program Review components into standards-based unit development with attention to student self-assessment and genuine applications of the skills and understandings within the discipline. Program Review indicators kept before the staff with attention to development of instructionally based applications and collection of artifacts as evidence of high quality implementation.