



KDE Comprehensive School Improvement Plan

Grapevine Elementary School

Hopkins County

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Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. 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?

Grapevine Elementary is a small community school serving approximately 329 students in grades K-5. The school further offers two sessions of Preschool, one morning and one afternoon, with 38 students enrolled. Current enrollment breakdown is as follows: 72% White, 9% African American, 9% Hispanic, 0% Alaska Native, and 10% identified as two or more races. The Hispanic population of Grapevine is unique in that it is one of the largest in the district, with many Hispanic families living exclusively in Grapevine's school service area. The socio-economic status of Grapevine Elementary is as follows: 65% Free Lunch and 2% Reduced Lunch for a combined status of 67%. Attendance rate is approximately 96.52%. The staff of Grapevine consists of one principal, one guidance counselor, one curriculum consultant, one Title 1 teacher, two classified secretaries, sixteen classroom teachers, four special education teachers, one speech pathologist, 3 special area teachers, one preschool teacher, nine classified employees, five cafeteria employees, and three custodians.

School's Purpose

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

The mission statement of Grapevine Elementary is "to build successful futures for every child...every family...every day." Grapevine Elementary is committed to include every faculty/staff member, parent, student, central office staff, and community member in working together to achieve this goal. Programs and initiatives such as PBIS and standards-based instruction all work together to build an environment that centers around respect, positive outcomes, and preparing all students for the future. Grapevine Elementary Guidelines for Success are as follows:

C--Cooperate with others

A--Always do your best

T--Treat others with respect

S--stay positive

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.

In the past year, Grapevine has made a concerted effort to improve in multiple areas. Following a decrease in test performance during the 2012-2013 school year following several years of high scores, Grapevine Elementary has rebounded in this third year of KPREP results. Grapevine currently ranks as a Proficient/Progressing school, rising to the 70th percentile from the previous year's 35th percentile. The overall accountability score was 69.7. Current NAPD calculations for Grapevine show the following scores: 58.3 for Reading, 63.8 for Math, 100.0 for Science, 58.4 for Social Studies, 53.1 for On-Demand Writing, and 75.8 for Language Mechanics.

Grapevine is currently striving to build on this momentum working toward Proficient/Distinguished status. Concentration for improvement include increasing our GAP student performance for the students classified in the non-duplicated groups of Free/Reduced lunch and special education. Further, we employ a full time Title 1 teacher, provide uninterrupted blocks of instructional time, provide a build-in thirty minute block of supplemental instruction time for core areas, and provide KSI services to help achieve academic goals.

Grapevine is solidly committed to PBIS and is utilizing a core team to improve discipline and overall school behavior. The core team meets monthly to review discipline data and make recommendations for overall school implementation. The Tier 2 team for PBIS is new during the 14-15 school year with a goal of targeting those students needing specific behavioral strategies.

Additional Information

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

Grapevine Elementary strives to bring education to life every single day for all students. We work together to be sure our environment is safe, nurturing, and maintains high expectations for all students, staff, teachers, administration, and parents. Family involvement is important to us and we are working hard to increase that within our school throughout the year. Program implementation for new common core reading and math series, standards-based instruction, and PBIS show the school's dedication to student achievement.

Grapevine Elementary CSIP 2014-2015

Overview

Plan Name

Grapevine Elementary CSIP 2014-2015

Plan Description

Grapevine Elementary CSIP 2014-2015

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	Grapevine Elementary will complete program reviews in the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, and K-3 Primary Program.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
2	All entering Kindergarten students at Grapevine Elementary will be administered a school readiness/early learning screener.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
3	Increase the average combined reading and math proficiency rating within the nonduplicated gap group from 35.8% to 68.2% in 2017	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$0
4	Increase the reading and math KPREP scores for third grade students from 36.8% in 2014 to 39.8% in 2015 and from 28.1% in 2014 to 31.1% in 2015 as measured by the 2015 KPREP test.	Objectives: 2 Strategies: 2 Activities: 4	Academic	\$500
5	Increase the averaged combined K-PREP reading and math proficiency scores from 41.7 to 71.9 in 2017	Objectives: 2 Strategies: 3 Activities: 4	Academic	\$0
6	Increase the overall effectiveness of teachers in 2014-2015.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
7	Increase the overall effectiveness of principals in 2014-2015 through the use of the Principal Professional Growth and Effectiveness System (PPGES).	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
8	Grapevine Elementary will utilize PBIS Tier 2 programming during the 2014-2015 school year.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Grapevine Elementary will complete program reviews in the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, and K-3 Primary Program.

Measurable Objective 1:

collaborate to complete program reviews using checklists and rubrics to determine the effectiveness in elementary programming by 05/31/2015 as measured by KDE program review rubrics.

Strategy 1:

Collection and Use of Data for School Improvement - Teams of teachers will complete rubrics designed by Kentucky Department of Education to determine effectiveness of programs utilized in the content areas of Arts and Humanities, Writing, Practical Living/Career Studies, and K-3 Primary Program. Teachers will be in constant review of the progress in each program area and the impact on the quality of teaching and learning.

Category:

Activity - Arts and Humanities PR Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a PR team to review rubric for Arts and Humanities program review, gather evidence at grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Staci Clark, PR Team Chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - Writing PR Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a PR team to review rubric for writing program review, gather evidence from grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Amanda Woodruff, PR Team Chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - Practical Living/Career Studies PR Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will work as a PR team to review rubric for Practical Living/Career Studies program review, gather evidence from grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Jeff Wortham, PLCS PR team chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
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Activity - K-3 Primary Program Review Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work as a PR team to review rubric for K-3 Primary program review, collect evidence from primary grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Lisa Watkins, Primary PR team chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Goal 2: All entering Kindergarten students at Grapevine Elementary will be administered a school readiness/early learning screener.

Measurable Objective 1:

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation as determined by the screening results by 01/01/2015 as measured by Brigance Screening results and progress monitoring reflecting 100% participation.

Strategy 1:

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning, health and physical well being, language and communication development, social/emotional development, and cognitive/general knowledge.

Category:

Activity - Brigance Early Learning Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students are screened by trained kindergarten classroom teachers on items covering personal data, body parts, gross-motor, visual motor, drawing, writing, rote counting, numeral comprehension/readiness, and letter recognition.	Other	08/06/2014	01/01/2015	\$1000	State Funds	All Kindergarten classroom teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
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Activity - Brigance Intervention Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring below normal limits based on age in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction	10/01/2014	05/31/2015	\$0	No Funding Required	All Kindergarten classroom teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Goal 3: Increase the average combined reading and math proficiency rating within the nonduplicated gap group from 35.8% to 68.2% in 2017

Measurable Objective 1:

A 16% increase of Third, Fourth and Fifth grade students will collaborate to increase the average combined proficiency ratings for all students in the non-duplicated gap group in Reading by 05/30/2015 as measured by 2015 K-PREP test scores.

Strategy 1:

Best Practices and Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for Reading. These skills/activities will help students to become proficient in reading and writing and possess advanced literacy skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Activity - Administrative/Leadership Team/Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will conference with the administrative team if they are targeted as apprentice or threshold student (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators and Mentors will be determined based on the academic and social needs of students.	Academic Support Program	11/01/2014	05/30/2015	\$0	No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; All Classroom Teachers
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Activity - Mentoring Minds Motivations Reading Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will receive embedded Professional Learning on uses of the Mentoring Minds Motivation Reading books to assist in core instruction.	Professional Learning	11/01/2014	05/30/2015	\$0	No Funding Required	Vickie Mings, Teacher; Keaton Frazer, Teacher; Tanya Walker, Curriculum Consultant

Measurable Objective 2:

A 13% increase of Third, Fourth and Fifth grade students will collaborate to increase the average combined proficiency ratings for all students in the nonduplicated gap group in Mathematics by 05/30/2015 as measured by 2015 K-PREP scores.

Strategy 1:

Best Practices and Sustainability for Math - Teachers will receive training on the use of activities that are designed around KCAS for Math. These skills/activities will help students to become proficient in mathematic skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Activity - Administrator/Leadership/Student Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive conferences with the administrative team if they have been targeted as apprentice or threshold students (defined as a student with a band of scores that could easily drop to the apprentice level). Administrators and Mentors will be determined based on the academic and social needs of the the students.	Academic Support Program	11/01/2014	05/30/2015	\$0	No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; All Classroom Teachers

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Activity - Mentoring Minds Motivation Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will receive training on the use of Mentoring Minds Motivation Math books and its application to core instruction.	Professional Learning	11/01/2014	05/30/2015	\$0	No Funding Required	Vickie Mings, Teacher; Keaton Frazer, Teacher; Tanya Walker, Curriculum Consultant

Goal 4: Increase the reading and math KPREP scores for third grade students from 36.8% in 2014 to 39.8% in 2015 and from 28.1% in 2014 to 31.1% in 2015 as measured by the 2015 KPREP test.

Measurable Objective 1:

A 3% increase of Third grade students will collaborate to increase the overall proficiency score from 36.8 to 39.8 in Reading by 05/31/2015 as measured by 2015 KPREP test scores..

Strategy 1:

Literacy Initiative - Teachers will be trained on the usage, planning, and implementation of Journey's Core Reading program during the 2014-2015 school year with follow up training and professional learning embedded throughout the year. Teachers will use this program to deliver whole group and small group instruction in an effort to differentiate learning for students. Further, teachers will utilize best practices to meet the Common Core ELA standards to effectively close the gap of instruction among students and improve overall Reading performance.

Category: Learning Systems

Activity - Reading Motivations Materials and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd grade teachers will receive embedded professional learning on utilizing Reading Motivations for Common Core in an effort to increase rigor in core reading instruction. All 3rd grade teachers will receive copies of Reading Motivations for 3rd grade.	Professional Learning	11/01/2014	01/30/2015	\$250	Title I Schoolwide	Vickie Mings, Teacher; All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - Supplemental Instruction in Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will embed a dedicated 30 minute instructional block of time 2-3 days per week in an effort to provide supplemental instruction and re-teaching of skills in Reading. Teachers will work on comprehension, vocabulary, and fluency skills during this time.	Direct Instruction	11/10/2014	05/31/2015	\$0	No Funding Required	All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
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Measurable Objective 2:

A 3% increase of Third grade students will collaborate to increase overall proficiency score from 28.1 to 31.1 in Mathematics by 05/31/2015 as measured by 2015 KPREP test scores..

Strategy 1:

Math Initiative - Teachers will be trained in the usage, planning, and implementation of the EnVisions Common Core math program. This allows teachers to provide students with both direct instruction and center-based instruction in an effort to differentiate learning for all students. Further, teachers will utilize best practices to meet the Common Core Math standards to effectively close the gap of instruction among students and improve overall Math performance.

Category: Learning Systems

Activity - Math Motivations Materials and Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3rd grade teachers will receive embedded professional learning on utilizing Math Motivations for Common Core in an effort to increase rigor in core math instruction. All 3rd grade teachers will receive copies of Math Motivations for 3rd grade.	Professional Learning	11/01/2014	01/30/2015	\$250	Title I Schoolwide	Vickie Mings, Teacher; All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - Supplemental Instruction in Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed a dedicated 30 minute instructional block of time 2-3 days per week in an effort to provide supplemental instruction and re-teaching of skills in Math. Teachers will work on numeration, understanding word problems, and basic operation skills.	Direct Instruction	11/10/2014	05/31/2015	\$0	No Funding Required	All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Goal 5: Increase the averaged combined K-PREP reading and math proficiency scores from 41.7 to 71.9 in 2017

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Measurable Objective 1:

A 14% increase of Third, Fourth and Fifth grade students will collaborate to increase the overall scores for Grapevine Elementary in Reading by 05/30/2015 as measured by the 2015 K-PREP test.

Strategy 1:

Literacy Initiative - Teachers will be trained on the usage, planning, and implementation of Journey's Core Reading program during the 2014-2015 school year with follow up training and professional learning embedded throughout the year. Teachers will use this program to deliver whole group and small group instruction in an effort to differentiate learning for students.

Category: Learning Systems

Activity - Student Growth Goals in Fluency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student fluency based upon district rubrics and state-required student growth goals. Students will be given a baseline and teachers will use the district fluency rubric to determine a percentage of growth. This monitoring will occur during the fall, winter, and spring of the 2014-2015 school year.	Direct Instruction	09/01/2014	05/30/2015	\$0	No Funding Required	Ann Elkins, Principal; Tanya Walker, Curriculum Consultant; All Classroom Teachers; Robin Bealmear, Title I Teacher

Activity - MAP Test Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third-Fifth grade teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading.	Direct Instruction	09/01/2014	05/30/2015	\$0	No Funding Required	All Classroom Teachers; Tanya Walker, Curriculum Consultant; Vicki Williams, Guidance Counselor; Ann Elkins, Principal

(shared) Strategy 2:

RTI/KSI - Students will be identified based upon scores from MAP testing (percentile ranks from 1-18). Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research-based strategies and the

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progress data will be recorded and reviewed weekly as well.

Category: Learning Systems

Activity - Kentucky Systems of Intervention (KSI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly/bi-weekly as plan denotes.	Academic Support Program	09/01/2014	05/30/2015	\$0	No Funding Required	Tanya Walker, Curriculum Consultant; Robin Bealmear, Title I Teacher; All Classroom Teachers; Wendy Watts, District KSI Specialist

Measurable Objective 2:

A 14% increase of Third, Fourth and Fifth grade students will collaborate to increase the overall score for Grapevine Elementary in Mathematics by 05/30/2015 as measured by 2015 K-PREP test scores..

(shared) Strategy 1:

RTI/KSI - Students will be identified based upon scores from MAP testing (percentile ranks from 1-18). Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research-based strategies and the progress data will be recorded and reviewed weekly as well.

Category: Learning Systems

Activity - Kentucky Systems of Intervention (KSI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly/bi-weekly as plan denotes.	Academic Support Program	09/01/2014	05/30/2015	\$0	No Funding Required	Tanya Walker, Curriculum Consultant; Robin Bealmear, Title I Teacher; All Classroom Teachers; Wendy Watts, District KSI Specialist

Strategy 2:

Math Initiative - Teachers will be trained in the usage, planning, and implementation of the EnVisions Common Core math program. This allows teachers to provide students with both direct instruction and center-based instruction in an effort to differentiate learning for all students.

Category: Learning Systems

Activity - MAP Test Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which is centered around KCAS for Math	Direct Instruction	09/01/2014	05/30/2015	\$0	No Funding Required	All Classroom Teachers; Tanya Walker, Curriculum Consultant; Vicki Williams, Guidance Counselor

Goal 6: Increase the overall effectiveness of teachers in 2014-2015.

Measurable Objective 1:

collaborate to implement the Teacher Professional Growth and Effectiveness System to increase teacher effectiveness by 05/31/2015 as measured by 2015 TPGES data..

Strategy 1:

Professional Growth and Effectiveness System - Teachers will complete a self-reflection based upon TPGES standards, develop a professional growth plan related to self-reflection findings, establish student growth goals, complete student voice surveys, and have observations by peers and administrators. Together this documentation will provide evidence of teacher effectiveness.

Category: Teacher PGES

Activity - Professional Learning Community (PLC) and Principal Advisory Committee (PAC)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grade levels will implement weekly PLC meetings to increase grade level communication and increase data disaggregation. PAC will meet monthly to discuss data, instruction, and assessment as a means of improving teacher effectiveness and student learning,	Professional Learning	09/08/2014	05/31/2015	\$0	No Funding Required	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach
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Activity - Student Growth Goal Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will develop, implement, and monitor student growth goals in Reading fluency. Data from monitoring will be used to develop and drive instruction based on student performance data and needs.	Professional Learning	09/30/2014	05/31/2015	\$0	No Funding Required	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach

Activity - CIITS Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning throughout the school year on the use of CIITS, utilizing the Educator Development Suite and Edviation Professional Development link.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach

Goal 7: Increase the overall effectiveness of principals in 2014-2015 through the use of the Principal Professional Growth and Effectiveness System (PPGES).

Measurable Objective 1:

collaborate to implement the Principal Professional Growth and Effectiveness System to increase principal effectiveness by 05/31/2015 as measured by 2015 PPGES data..

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Strategy 1:

Professional Growth and Effectiveness System - The principal will collaborate with the district support team and other district administrators to implement the Principal Professional Growth and Effectiveness System. The principal will utilize data from the TELL KY survey, student data, and district observations as well as complete a self-reflection and growth plan.

Category: Principal PGES

Activity - Student Growth Goal Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the monitoring of the student growth goals that teacher's have set within their classrooms, the implementation of Journey's core reading program, and intentional targeted instruction through KSI, the percentage of proficient and distinguished readers will increase during the 2014-2015 school year. There will be ongoing data analysis of KPREP scores, MAP test scores, fluency checks, and district common assessments.	Academic Support Program	08/25/2014	05/31/2015	\$0	No Funding Required	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach
Activity - Collaboration with District Building Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The District Building Coach will work with the principal in support of building initiatives and school improvement. The District Building Coach will participate in monthly PAC meetings, PLC meetings, and will assist the principal and teachers through coaching sessions as needed.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Ann Elkins, Principal; April Devine, District Building Coach; Jennifer Luttrell, District Elementary Education Director;
Activity - Working Conditions Goal Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The principal will work to implement the improvement of time available to collaborate with colleagues through the institute of No Meeting Monday's, effective PLC practices, and monthly PAC meetings. These steps will help to foster a positive and productive working environment for teachers and staff.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant
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Activity - Professional Growth Goal Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will disaggregate data, determine gaps in core curriculum areas, and implement high-yield continuous improvement strategies to track and monitor student data in an effort to increase overall KPREP scores.	Professional Learning	08/25/2014	05/31/2015	\$0	No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; April Devine, District Building Coach; Jennifer Luttrell, District Elementary Education Director

Goal 8: Grapevine Elementary will utilize PBIS Tier 2 programming during the 2014-2015 school year.

Measurable Objective 1:

collaborate to implement Tier 2 PBIS programs for targeted behavior students by 05/31/2015 as measured by SWIS data and behavioral referrals/checklists.

Strategy 1:

PBIS - Students are provided universal instruction and support regarding behavioral expectations school wide and in the classroom setting. Additionally, when student behavior is exhibited that meets flagging criteria for behavioral intervention, KYCID (PBIS) Tier 2 team will implement planned intervention and support based upon individual needs.

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Category: Continuous Improvement

Activity - Tier 2 PBIS Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Tier 2 PBIS Team will meet and review students with behavioral data that has been flagged according to PBIS requirements. This team will look at data and determine the student needs in relation to Tier 2 programming.	Behavioral Support Program	08/25/2014	05/31/2015	\$0	No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Robin Bealmear, PBIS coach; Tier 2 team members; Wendy Watts, District KSI/PBIS specialist

Activity - Check In Check Out Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that meet flagging criteria for Tier 2 PBIS supports will receive a Behavior Intervention Plan, monitored through KSI, for the Check In Check Out program. These students will be monitored daily in all areas in relation to the school wide expectations. Students will check in each morning with the CICO coordinator and bring their fully monitored point sheet to the CICO coordinator for review each afternoon. Data will be monitored daily and reported to the Tier 2 Team members.	Behavioral Support Program	10/13/2014	05/31/2015	\$0	No Funding Required	Tier 2 Team members; Sandy Hill, CICO Coordinator; Robin Bealmear, PBIS Coach; Wendy Watts, District KSI/PBIS Specialist

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Supplemental Instruction in Reading	Teachers will embed a dedicated 30 minute instructional block of time 2-3 days per week in an effort to provide supplemental instruction and re-teaching of skills in Reading. Teachers will work on comprehension, vocabulary, and fluency skills during this time.	Direct Instruction	11/10/2014	05/31/2015	\$0	All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Administrator/Leadership/Student Conferences	Students will receive conferences with the administrative team if they have been targeted as apprentice or threshold students (defined as a student with a band of scores that could easily drop to the apprentice level). Administrators and Mentors will be determined based on the academic and social needs of the the students.	Academic Support Program	11/01/2014	05/30/2015	\$0	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; All Classroom Teachers
Tier 2 PBIS Team	The Tier 2 PBIS Team will meet and review students with behavioral data that has been flagged according to PBIS requirements. This team will look at data and determine the student needs in relation to Tier 2 programming.	Behavioral Support Program	08/25/2014	05/31/2015	\$0	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Robin Bealmear, PBIS coach; Tier 2 team members; Wendy Watts, District KSI/PBIS specialist

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Collaboration with District Building Coach	The District Building Coach will work with the principal in support of building initiatives and school improvement. The District Building Coach will participate in monthly PAC meetings, PLC meetings, and will assist the principal and teachers through coaching sessions as needed.	Professional Learning	08/25/2014	05/31/2015	\$0	Ann Elkins, Principal; April Devine, District Building Coach; Jennifer Luttrell, District Elementary Education Director;
MAP Test Goal Setting	Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which is centered around KCAS for Math	Direct Instruction	09/01/2014	05/30/2015	\$0	All Classroom Teachers; Tanya Walker, Curriculum Consultant; Vicki Williams, Guidance Counselor
Student Growth Goal Monitoring	Through the monitoring of the student growth goals that teacher's have set within their classrooms, the implementation of Journey's core reading program, and intentional targeted instruction through KSI, the percentage of proficient and distinguished readers will increase during the 2014-2015 school year. There will be ongoing data analysis of KPREP scores, MAP test scores, fluency checks, and district common assessments.	Academic Support Program	08/25/2014	05/31/2015	\$0	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach
Mentoring Minds Motivations Reading Training	Teachers in grades 3-5 will receive embedded Professional Learning on uses of the Mentoring Minds Motivation Reading books to assist in core instruction.	Professional Learning	11/01/2014	05/30/2015	\$0	Vickie Mings, Teacher; Keaton Frazer, Teacher; Tanya Walker, Curriculum Consultant
Mentoring Minds Motivation Math Training	Teachers in grades 3-5 will receive training on the use of Mentoring Minds Motivation Math books and its application to core instruction.	Professional Learning	11/01/2014	05/30/2015	\$0	Vickie Mings, Teacher; Keaton Frazer, Teacher; Tanya Walker, Curriculum Consultant

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Arts and Humanities PR Team	Teachers will work as a PR team to review rubric for Arts and Humanities program review, gather evidence at grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	Staci Clark, PR Team Chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
MAP Test Goal Setting	Third-Fifth grade teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading.	Direct Instruction	09/01/2014	05/30/2015	\$0	All Classroom Teachers; Tanya Walker, Curriculum Consultant; Vicki Williams, Guidance Counselor; Ann Elkins, Principal
Brigance Intervention Activities	Students scoring below normal limits based on age in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction	10/01/2014	05/31/2015	\$0	All Kindergarten classroom teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Student Growth Goal Implementation and Monitoring	All teachers will develop, implement, and monitor student growth goals in Reading fluency. Data from monitoring will be used to develop and drive instruction based on student performance data and needs.	Professional Learning	09/30/2014	05/31/2015	\$0	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach

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Administrative/Leadership Team/Student Conferences	Students will conference with the administrative team if they are targeted as apprentice or threshold student (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators and Mentors will be determined based on the academic and social needs of students.	Academic Support Program	11/01/2014	05/30/2015	\$0	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; All Classroom Teachers
Practical Living/Career Studies PR Team	Teachers will work as a PR team to review rubric for Practical Living/Career Studies program review, gather evidence from grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	Jeff Wortham, PLCS PR team chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Professional Growth Goal Monitoring	The principal will disaggregate data, determine gaps in core curriculum areas, and implement high-yield continuous improvement strategies to track and monitor student data in an effort to increase overall KPREP scores.	Professional Learning	08/25/2014	05/31/2015	\$0	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; April Devine, District Building Coach; Jennifer Luttrell, District Elementary Education Director

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Kentucky Systems of Intervention (KSI)	Students are identified and instructed based upon determined deficits and progress monitored weekly/bi-weekly as plan denotes.	Academic Support Program	09/01/2014	05/30/2015	\$0	Tanya Walker, Curriculum Consultant; Robin Bealmear, Title I Teacher; All Classroom Teachers; Wendy Watts, District KSI Specialist
Student Growth Goals in Fluency	Teachers will monitor student fluency based upon district rubrics and state-required student growth goals. Students will be given a baseline and teachers will use the district fluency rubric to determine a percentage of growth. This monitoring will occur during the fall, winter, and spring of the 2014-2015 school year.	Direct Instruction	09/01/2014	05/30/2015	\$0	Ann Elkins, Principal; Tanya Walker, Curriculum Consultant; All Classroom Teachers; Robin Bealmear, Title I Teacher
Writing PR Team	Teachers will work as a PR team to review rubric for writing program review, gather evidence from grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	Amanda Woodruff, PR Team Chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Professional Learning Community (PLC) and Principal Advisory Committee (PAC)	Grade levels will implement weekly PLC meetings to increase grade level communication and increase data disaggregation. PAC will meet monthly to discuss data, instruction, and assessment as a means of improving teacher effectiveness and student learning,	Professional Learning	09/08/2014	05/31/2015	\$0	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach

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Check In Check Out Program	Students that meet flagging criteria for Tier 2 PBIS supports will receive a Behavior Intervention Plan, monitored through KSI, for the Check In Check Out program. These students will be monitored daily in all areas in relation to the school wide expectations. Students will check in each morning with the CICO coordinator and bring their fully monitored point sheet to the CICO coordinator for review each afternoon. Data will be monitored daily and reported to the Tier 2 Team members.	Behavioral Support Program	10/13/2014	05/31/2015	\$0	Tier 2 Team members; Sandy Hill, CICO Coordinator; Robin Bealmear, PBIS Coach; Wendy Watts, District KSI/PBIS Specialist
CIITS Teacher Training	Teachers will receive professional learning throughout the school year on the use of CIITS, utilizing the Educator Development Suite and Edivation Professional Development link.	Professional Learning	08/25/2014	05/31/2015	\$0	All teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal; April Devine, District Building Coach
K-3 Primary Program Review Team	Teachers will work as a PR team to review rubric for K-3 Primary program review, collect evidence from primary grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning	08/25/2014	05/31/2015	\$0	Lisa Watkins, Primary PR team chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Supplemental Instruction in Math	Teachers will embed a dedicated 30 minute instructional block of time 2-3 days per week in an effort to provide supplemental instruction and re-teaching of skills in Math. Teachers will work on numeration, understanding word problems, and basic operation skills.	Direct Instruction	11/10/2014	05/31/2015	\$0	All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Working Conditions Goal Monitoring	The principal will work to implement the improvement of time available to collaborate with colleagues through the institute of No Meeting Monday's, effective PLC practices, and monthly PAC meetings. These steps will help to foster a positive and productive working environment for teachers and staff.	Professional Learning	08/25/2014	05/31/2015	\$0	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant

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Total \$0

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Motivations Materials and Training	3rd grade teachers will receive embedded professional learning on utilizing Math Motivations for Common Core in an effort to increase rigor in core math instruction. All 3rd grade teachers will receive copies of Math Motivations for 3rd grade.	Professional Learning	11/01/2014	01/30/2015	\$250	Vickie Mings, Teacher; All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Reading Motivations Materials and Training	3rd grade teachers will receive embedded professional learning on utilizing Reading Motivations for Common Core in an effort to increase rigor in core reading instruction. All 3rd grade teachers will receive copies of Reading Motivations for 3rd grade.	Professional Learning	11/01/2014	01/30/2015	\$250	Vickie Mings, Teacher; All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Total					\$500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Early Learning Screener	Students are screened by trained kindergarten classroom teachers on items covering personal data, body parts, gross-motor, visual motor, drawing, writing, rote counting, numeral comprehension/readiness, and letter recognition.	Other	08/06/2014	01/01/2015	\$1000	All Kindergarten classroom teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal
Total					\$1000	

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?

Grapevine Elementary School---336 student enrollment---KPREP for 2014 with 2013 comparison

Overall Score 2014--69.7

Overall Score 2013--53.6

Reading 2014--58.3

Reading 2013--53.6

Math 2014--63.8

Math 2013--60.5

Science 2014--100.0

Science 2013--80.6

Social Studies 2014--58.4

Social Studies 2013--71.7

Writing 2014--53.1

Writing 2013--52.9

Language Mechanics 2014--75.8

Language Mechanics 2013--67.4

Achievement 2014--72.7 (64.4 in 2013)

Gap 2014--48.9 (38.2 in 2013)

Growth 2014--74.4 (56.9 in 2013)

Overall Reading 2014--28.3 Novice, 26.8 Apprentice, 33.3 Proficient, 11.6 Distintuished

3rd Reading 2014--35.1 Novice, 28.1 Apprentice, 24.6 Proficient, 12.3 Distinguished

4th Reading 2014--15.2 Novice, 24.2 Apprentice, 45.5 Proficient, 15.2 Distinguished

5th Reading 2014--29.2 Novice, 27.1 Apprentice, 35.4 Proficient, 8.3 Distinguished

Overall Math 2014--21.0 Novice, 30.4 Apprentice, 32.6 Proficient, 15.9 Distinguished

3rd Math 2014--31.6 Novice, 40.4 Apprentice, 19.3 Proficient, 8.8 Distinguished

4th Math 2014--12.1 Novice, 21.2 Apprentice, 36.4 Proficient, 30.3 Distinguished

5th Math 2014--14.6 Novice, 25.0 Apprentice, 45.8 Proficient, 14.6 Distinguished

Grapevine Elementary showed increase in scores from 2013 to 2014 on KPREP testing in all areas except 5th grade Social Studies. 4th grade math and reading showed our highest

areas of proficient and distinguished performance. Achievement, Gap, and Growth overall scores showed an increase as well, with the biggest increase coming in the area of Growth.

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?

4th grade Science and Language Mechanics continue to prove to be areas of strength for Grapevine Elementary. While all areas showed improvements, these areas are the most consistent areas of strength for the school. Science showed an overall score of 100.0 of students performing at the proficient or distinguished level.

Teachers within the 4th grade are collaborating on instructional planning and resources for all subject areas. The master schedule allots for common planning time daily as well.

Opportunities for Improvement

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

Areas of improvement will continue to focus on reading and math at all grade levels. As a school, we will continue to be more standards-based in our instruction with more intentional instruction for students that are performing below proficient. Teachers are meeting weekly during PLC's to discuss instruction and needs pertaining to the grade level as well as to look at data and determine and drive instruction. Common planning is provided at all grade levels K-5 and specific one-on-one conferences are being utilized to improve student performance in these areas.

Conclusion

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

Teachers and staff at Grapevine Elementary are working to make detailed and specific identification of individual students and needs. Intentional grouping and instructional planning is a great focus with the school. Determining students that are working 1 to 2 grade levels below as identified by MAP scores is another way Grapevine Elementary is targeting improvement. With the focus of instruction becoming more specific and intentional, we feel positive that we will show improvements in all areas, but most specifically in achievement and gap.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

All certified staff members worked together to develop the Missing Piece diagnostic and survey results from parents were utilized as well.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
3.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
4.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
5.	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	Statement or Question	Response	Rating
7.	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.86

	Statement or Question	Response	Rating
1.	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
2.	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, and making home visits.)	Proficient

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	Statement or Question	Response	Rating
4.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences.)	Proficient

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.14

	Statement or Question	Response	Rating
1.	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
6.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.0

	Statement or Question	Response	Rating
1.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
6.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys 	<p>School provides open house and family nights for some parents to learn about:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. 	Apprentice

	Statement or Question	Response	Rating
2.	<p>School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.</p>	<p>School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.</p>	Distinguished

	Statement or Question	Response	Rating
4.	<p>School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that allows parents access to most classrooms by appointment only.</p>	Apprentice

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
5.	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up.)	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up.)	Proficient

	Statement or Question	Response	Rating
6.	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

Reflect upon your responses to each of the Missing Piece objectives.

Reflect upon your responses to each of the Missing Piece objectives.

Areas of strength noted include communication with parents, posting of proficient work, and FRYSC for student and family needs.

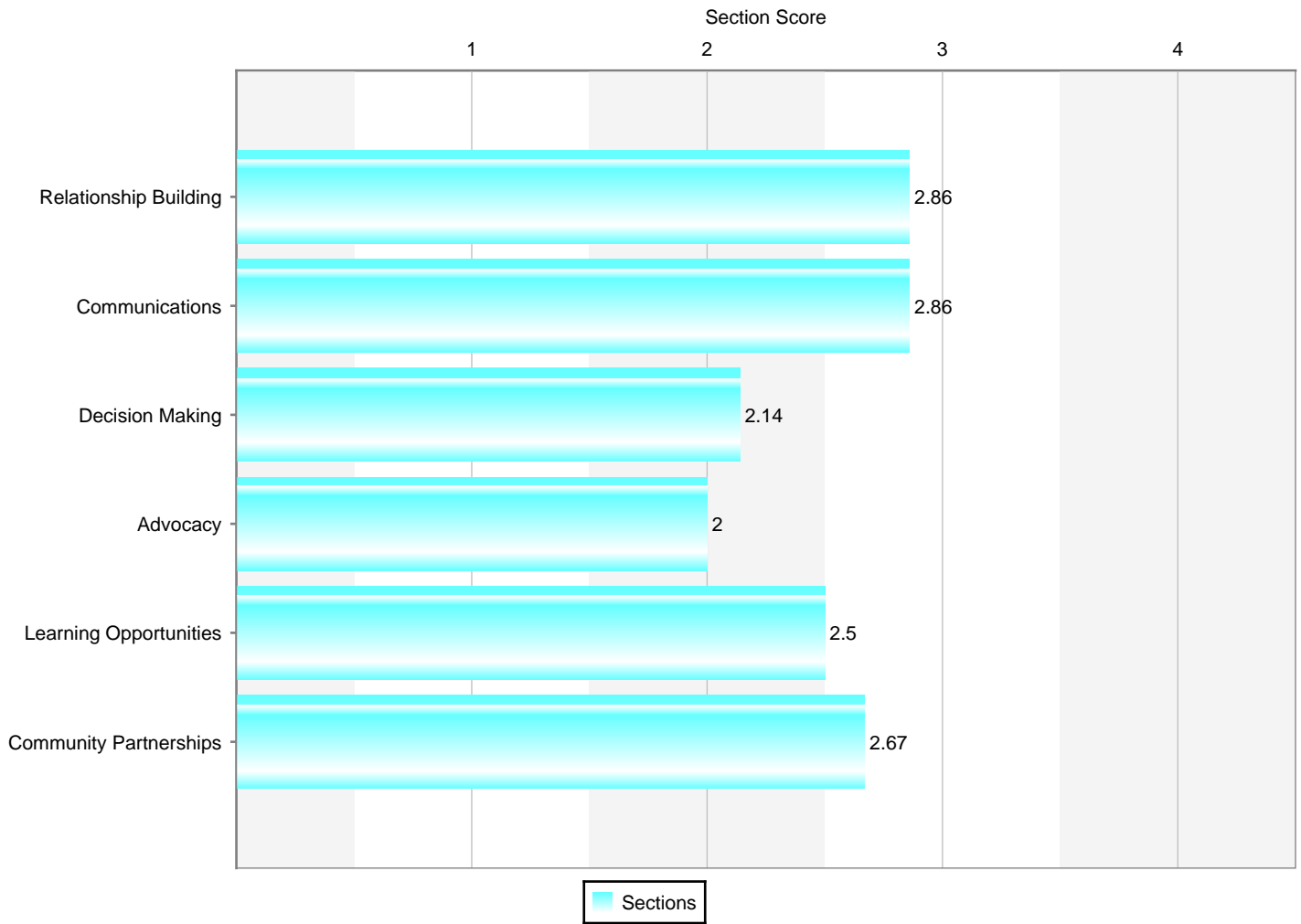
Areas where improvement is needed include continuing to actively engage parents in all aspect of the school, utilizing students more within conferences, increasing outreach programs and opportunities for parents to receive training on helping their children academically.

Sustaining strengths requires ongoing action in detailed and specific communication with parents and developing more parent leaders.

Finally, actions to improve the needed areas include increasing knowledge of advocacy for families so that every child has the opportunity to have an informed advocate and developing more involvement activities for parents through trainings and parent nights.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

During the September SBDM meeting, the "Closing the Achievement Gap" report was presented and open for public comment and guidance from the council. KPREP scores were presented to the faculty and staff on October 1, 2014 in a closed faculty meeting. Following the release of scores, teachers worked in PLC teams to discuss specific grade level and student performances and the administrative team began CSIP development. Data disaggregation was continued on November 3rd during a Professional Development Day. Surveys were conducted with parents and staff members to determine strengths and areas of needed improvement. The CSIP was reviewed during the regular November SBDM meeting and given approval.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All certified teachers participated in the disaggregation of data and the development of activities and strategies to meet the specific goals of the CSIP. Once the CSIP was complete with goals, strategies, activities, and approved by SBDM council, the CSIP was provided to the faculty so that everyone had a copy for use. The CSIP will be available on the school website for the public.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final copy of the CSIP was approved by SBDM council during the regular November meeting. Following SBDM approval, all faculty and staff members received a copy of the improvement plan for their use and a copy placed on the school website for general public accessibility. The CSIP will be reviewed monthly during PLC and/or faculty meetings to determine implementation and progress. Further, progress notes will be added to the CSIP as the activities and data are implemented and available.

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		

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		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

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		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

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		

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		

KDE Comprehensive School Improvement Plan

Grapevine 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		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

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		

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		

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		

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes		

KDE Comprehensive School Improvement Plan

Grapevine Elementary School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	School-wide Title 1 Program	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes		

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	School-wide Title 1	

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	School-wide Title 1 Program	

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	No	School-wide Title 1 Program	

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	School-wide Title 1 Program	

KDE Comprehensive School Improvement Plan

Grapevine Elementary School

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		

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		

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		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	All teachers are HQ at this time.	

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

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	Title 1 does not fund such positions as 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		

KDE Comprehensive School Improvement Plan

Grapevine Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	School-wide Title 1 Program	

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only	No	School-wide Title 1 Program	

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

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

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 2015. 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:

Grapevine Elementary will utilize PBIS Tier 2 programming during the 2014-2015 school year.

Measurable Objective 1:

collaborate to implement Tier 2 PBIS programs for targeted behavior students by 05/31/2015 as measured by SWIS data and behavioral referrals/checklists.

Strategy1:

PBIS - Students are provided universal instruction and support regarding behavioral expectations school wide and in the classroom setting. Additionally, when student behavior is exhibited that meets flagging criteria for behavioral intervention, KYCID (PBIS) Tier 2 team will implement planned intervention and support based upon individual needs.

Category: Continuous Improvement

Research Cited:

Activity - Check In Check Out Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students that meet flagging criteria for Tier 2 PBIS supports will receive a Behavior Intervention Plan, monitored through KSI, for the Check In Check Out program. These students will be monitored daily in all areas in relation to the school wide expectations. Students will check in each morning with the CICO coordinator and bring their fully monitored point sheet to the CICO coordinator for review each afternoon. Data will be monitored daily and reported to the Tier 2 Team members.	Behavioral Support Program			10/13/2014	05/31/2015	\$0 - No Funding Required	Tier 2 Team members; Sandy Hill, CICO Coordinator; Robin Bealmear, PBIS Coach; Wendy Watts, District KSI/PBIS Specialist

Activity - Tier 2 PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Tier 2 PBIS Team will meet and review students with behavioral data that has been flagged according to PBIS requirements. This team will look at data and determine the student needs in relation to Tier 2 programming.	Behavioral Support Program			08/25/2014	05/31/2015	\$0 - No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Robin Bealmear, PBIS coach; Tier 2 team members; Wendy Watts, District KSI/PBIS specialist

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

Goal 1:

Increase the averaged combined K-PREP reading and math proficiency scores from 41.7 to 71.9 in 2017

Measurable Objective 1:

A 14% increase of All Students will collaborate to increase the overall score for Grapevine Elementary in Mathematics by 05/30/2015 as measured by 2015 K-PREP test scores..

Strategy1:

Math Initiative - Teachers will be trained in the usage, planning, and implementation of the EnVisions Common Core math program. This allows teachers to provide students with both direct instruction and center-based instruction in an effort to differentiate learning for all students.

Category: Learning Systems

Research Cited:

Activity - MAP Test Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with each student to determine appropriate goals for growth in math for MAP test, which is centered around KCAS for Math	Direct Instruction			09/01/2014	05/30/2015	\$0 - No Funding Required	All Classroom Teachers; Tanya Walker, Curriculum Consultant; Vicki Williams, Guidance Counselor

Strategy2:

RTI/KSI - Students will be identified based upon scores from MAP testing (percentile ranks from 1-18). Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research-based strategies and the progress data will be recorded and reviewed weekly as well.

Category: Learning Systems

Research Cited:

Activity - Kentucky Systems of Intervention (KSI)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly/bi-weekly as plan denotes.	Academic Support Program			09/01/2014	05/30/2015	\$0 - No Funding Required	Tanya Walker, Curriculum Consultant; Robin Bealmear, Title I Teacher; All Classroom Teachers; Wendy Watts, District KSI Specialist

KDE Comprehensive School Improvement Plan

Grapevine Elementary School

Measurable Objective 2:

A 14% increase of All Students will collaborate to increase the overall scores for Grapevine Elementary in Reading by 05/30/2015 as measured by the 2015 K-PREP test.

Strategy1:

RTI/KSI - Students will be identified based upon scores from MAP testing (percentile ranks from 1-18). Students will then receive direct instruction in a small group/individual setting based upon the determined areas of deficit. Monitoring will take place weekly using research-based strategies and the progress data will be recorded and reviewed weekly as well.

Category: Learning Systems

Research Cited:

Activity - Kentucky Systems of Intervention (KSI)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are identified and instructed based upon determined deficits and progress monitored weekly/bi-weekly as plan denotes.	Academic Support Program			09/01/2014	05/30/2015	\$0 - No Funding Required	Tanya Walker, Curriculum Consultant; Robin Bealmear, Title I Teacher; All Classroom Teachers; Wendy Watts, District KSI Specialist

Strategy2:

Literacy Initiative - Teachers will be trained on the usage, planning, and implementation of Journey's Core Reading program during the 2014-2015 school year with follow up training and professional learning embedded throughout the year. Teachers will use this program to deliver whole group and small group instruction in an effort to differentiate learning for students.

Category: Learning Systems

Research Cited:

Activity - MAP Test Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third-Fifth grade teachers will conference with each student and set goals for achievement and growth based upon MAP RIT scores for Reading.	Direct Instruction			09/01/2014	05/30/2015	\$0 - No Funding Required	All Classroom Teachers; Tanya Walker, Curriculum Consultant; Vicki Williams, Guidance Counselor; Ann Elkins, Principal

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Activity - Student Growth Goals in Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will monitor student fluency based upon district rubrics and state-required student growth goals. Students will be given a baseline and teachers will use the district fluency rubric to determine a percentage of growth. This monitoring will occur during the fall, winter, and spring of the 2014-2015 school year.	Direct Instruction			09/01/2014	05/30/2015	\$0 - No Funding Required	Ann Elkins, Principal; Tanya Walker, Curriculum Consultant; All Classroom Teachers; Robin Bealmear, Title I Teacher

All children were screened for kindergarten readiness.

Goal 1:

All entering Kindergarten students at Grapevine Elementary will be administered a school readiness/early learning screener.

Measurable Objective 1:

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation as determined by the screening results by 01/01/2015 as measured by Brigance Screening results and progress monitoring reflecting 100% participation.

Strategy1:

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning, health and physical well being, language and communication development, social/emotional development, and cognitive/general knowledge.

Category:

Research Cited:

Activity - Brigance Early Learning Screener	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are screened by trained kindergarten classroom teachers on items covering personal data, body parts, gross-motor, visual motor, drawing, writing, rote counting, numeral comprehension/readiness, and letter recognition.	Other			08/06/2014	01/01/2015	\$1000 - State Funds	All Kindergarten classroom teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

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

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Grapevine Elementary School

Goal 1:

All entering Kindergarten students at Grapevine Elementary will be administered a school readiness/early learning screener.

Measurable Objective 1:

collaborate to ensure 100% of entering Kindergarten students receive the Brigance Early Learning Screen and receive necessary remediation as determined by the screening results by 01/01/2015 as measured by Brigance Screening results and progress monitoring reflecting 100% participation.

Strategy1:

School Readiness and Early Learning - Students will be screened upon entering Kindergarten to determine readiness in five developmental areas: approaches to learning, health and physical well being, language and communication development, social/emotional development, and cognitive/general knowledge.

Category:

Research Cited:

Activity - Brigance Intervention Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students scoring below normal limits based on age in any area shall receive interventions from the classroom teacher. These interventions are completed and monitored on a weekly basis.	Direct Instruction			10/01/2014	05/31/2015	\$0 - No Funding Required	All Kindergarten classroom teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

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 reading and math KPREP scores for third grade students from 36.8% in 2014 to 39.8% in 2015 and from 28.1% in 2014 to 31.1% in 2015 as measured by the 2015 KPREP test.

Measurable Objective 1:

A 3% increase of All Students will collaborate to increase the overall proficiency score from 36.8 to 39.8 in Reading by 05/31/2015 as measured by 2015 KPREP test scores..

Strategy1:

Literacy Initiative - Teachers will be trained on the usage, planning, and implementation of Journey's Core Reading program during the 2014-2015 school year with follow up training and professional learning embedded throughout the year. Teachers will use this program to deliver whole group and small group instruction in an effort to differentiate learning for students. Further, teachers will utilize best practices to meet SY 2014-2015

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Grapevine Elementary School

the Common Core ELA standards to effectively close the gap of instruction among students and improve overall Reading performance.

Category: Learning Systems

Research Cited:

Activity - Reading Motivations Materials and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd grade teachers will receive embedded professional learning on utilizing Reading Motivations for Common Core in an effort to increase rigor in core reading instruction. All 3rd grade teachers will receive copies of Reading Motivations for 3rd grade.	Professional Learning			11/01/2014	01/30/2015	\$250 - Title I Schoolwide	Vickie Mings, Teacher; All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - Supplemental Instruction in Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed a dedicated 30 minute instructional block of time 2-3 days per week in an effort to provide supplemental instruction and re-teaching of skills in Reading. Teachers will work on comprehension, vocabulary, and fluency skills during this time.	Direct Instruction			11/10/2014	05/31/2015	\$0 - No Funding Required	All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Measurable Objective 2:

A 3% increase of All Students will collaborate to increase overall proficiency score from 28.1 to 31.1 in Mathematics by 05/31/2015 as measured by 2015 KPREP test scores..

Strategy1:

Math Initiative - Teachers will be trained in the usage, planning, and implementation of the EnVisions Common Core math program. This allows teachers to provide students with both direct instruction and center-based instruction in an effort to differentiate learning for all students. Further, teachers will utilize best practices to meet the Common Core Math standards to effectively close the gap of instruction among students and improve overall Math performance.

Category: Learning Systems

Research Cited:

Activity - Supplemental Instruction in Math	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will embed a dedicated 30 minute instructional block of time 2-3 days per week in an effort to provide supplemental instruction and re-teaching of skills in Math. Teachers will work on numeration, understanding word problems, and basic operation skills.	Direct Instruction			11/10/2014	05/31/2015	\$0 - No Funding Required	All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

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Activity - Math Motivations Materials and Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3rd grade teachers will receive embedded professional learning on utilizing Math Motivations for Common Core in an effort to increase rigor in core math instruction. All 3rd grade teachers will receive copies of Math Motivations for 3rd grade.	Professional Learning			11/01/2014	01/30/2015	\$250 - Title I Schoolwide	Vickie Mings, Teacher; All 3rd grade teachers; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average combined reading and math proficiency rating within the nonduplicated gap group from 35.8% to 68.2% in 2017

Measurable Objective 1:

A 13% increase of All Students will collaborate to increase the average combined proficiency ratings for all students in the nonduplicated gap group in Mathematics by 05/30/2015 as measured by 2015 K-PREP scores.

Strategy1:

Best Practices and Sustainability for Math - Teachers will receive training on the use of activities that are designed around KCAS for Math. These skills/activities will help students to become proficient in mathematic skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Research Cited:

Activity - Mentoring Minds Motivation Math Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will receive training on the use of Mentoring Minds Motivation Math books and its application to core instruction.	Professional Learning			11/01/2014	05/30/2015	\$0 - No Funding Required	Vickie Mings, Teacher; Keaton Frazer, Teacher; Tanya Walker, Curriculum Consultant

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Activity - Administrator/Leadership/Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will receive conferences with the administrative team if they have been targeted as apprentice or threshold students (defined as a student with a band of scores that could easily drop to the apprentice level). Administrators and Mentors will be determined based on the academic and social needs of the the students.	Academic Support Program			11/01/2014	05/30/2015	\$0 - No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; All Classroom Teachers

Measurable Objective 2:

A 16% increase of All Students will collaborate to increase the average combined proficiency ratings for all students in the non-duplicated gap group in Reading by 05/30/2015 as measured by 2015 K-PREP test scores.

Strategy1:

Best Practices and Sustainability - Teachers will receive training on the use of activities that are designed around KCAS for Reading. These skills/activities will help

students to become proficient in reading and writing and possess advanced literacy skills while improving student outcomes and effective closing of gaps.

Category: Continuous Improvement

Research Cited:

Activity - Administrative/Leadership Team/Student Conferences	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will conference with the administrative team if they are targeted as apprentice or threshold student (defined as a student within a band of scores that could easily drop to the apprentice level). Administrators and Mentors will be determined based on the academic and social needs of students.	Academic Support Program			11/01/2014	05/30/2015	\$0 - No Funding Required	Ann Elkins, Principal; Vicki Williams, Guidance Counselor; Tanya Walker, Curriculum Consultant; All Classroom Teachers

Activity - Mentoring Minds Motivations Reading Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will receive embedded Professional Learning on uses of the Mentoring Minds Motivation Reading books to assist in core instruction.	Professional Learning			11/01/2014	05/30/2015	\$0 - No Funding Required	Vickie Mings, Teacher; Keaton Frazer, Teacher; Tanya Walker, Curriculum Consultant

KDE Comprehensive School Improvement Plan

Grapevine Elementary School

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

Goal 1:

Grapevine Elementary will complete program reviews in the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, and K-3 Primary Program.

Measurable Objective 1:

collaborate to complete program reviews using checklists and rubrics to determine the effectiveness in elementary programming by 05/31/2015 as measured by KDE program review rubrics.

Strategy1:

Collection and Use of Data for School Improvement - Teams of teachers will complete rubrics designed by Kentucky Department of Education to determine effectiveness of programs utilized in the content areas of Arts and Humanities, Writing, Practical Living/Career Studies, and K-3 Primary Program. Teachers will be in constant review of the progress in each program area and the impact on the quality of teaching and learning.

Category:

Research Cited:

Activity - Practical Living/Career Studies PR Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PR team to review rubric for Practical Living/Career Studies program review, gather evidence from grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning			08/25/2014	05/31/2015	\$0 - No Funding Required	Jeff Wortham, PLCS PR team chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - Arts and Humanities PR Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PR team to review rubric for Arts and Humanities program review, gather evidence at grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning			08/25/2014	05/31/2015	\$0 - No Funding Required	Staci Clark, PR Team Chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

KDE Comprehensive School Improvement Plan

Grapevine Elementary School

Activity - Writing PR Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PR team to review rubric for writing program review, gather evidence from grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning			08/25/2014	05/31/2015	\$0 - No Funding Required	Amanda Woodruff, PR Team Chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal

Activity - K-3 Primary Program Review Team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work as a PR team to review rubric for K-3 Primary program review, collect evidence from primary grade levels (both digital and hard copy), and report as a committee, or by designee, to SBDM on a bi-monthly basis.	Professional Learning			08/25/2014	05/31/2015	\$0 - No Funding Required	Lisa Watkins, Primary PR team chairman; Tanya Walker, Curriculum Consultant; Ann Elkins, Principal