Longest Elementary School

January 19, 2016

SBDM/Board Presentation

Reading Plan Developed & Literacy Block

Reading Plan development was the major effort within our CSIP Planning. We observed Reading scores lower than expected in 2015. We've visited multiple schools with successful Reading programs, and with a committee of teachers behind the effort we shaped a new Reading Plan. Building strength in our Core Reading program was critical. The focus of the plan was to keep it simple and consistent across all grade levels. Our plan is in place, and teachers have been trained. Aiming at students being on level as they exit and move into the next level is critical. Literacy block was developed this year to set aside reading instruction school wide 7:25-8:30. Practical Arts teachers are used in interventions.

Spartan Victories

A big part of our job is to create a positive work environment for our students. Our responsibility is to develop learning experiences that are engaging and meaningful. We've asked our staff to share their successes with each other. We know that great things are happening and we want that positive momentum to build. Staff members are asked to share one Spartan Victory per week school-wide through email. We want our successes to be contagious.

Example:
"My Spartan Victory is being able to walk in this building every day and work with every one of you all. Thank you so much for making this such an amazing experience. In the few short months I have been here, you all have shown me such warmth and kindness and my cup overflows! Every single one of you is my Spartan Victory!!"
—Bethany Crouch

Boys Mentoring (4th & 5th)

In reviewing Reading data, we observed a gap between our males and females. We have set out to make stronger connections with our boys, and to ensure they have an adult challenging them to give their best effort and motivating them to work harder. Each 4th and 5th grade boy meets weekly with an administrator or resource officer. We read together and talk about weekly successes.

Goal Setting

We are asking that all students, classrooms, and grade levels set goals to assume responsibility for our school-wide improvement plan. We've asked them to set short, mid-range, and long term goals. With each student having a data binder, they understand their standing and academic needs. They are learning that to be successful, they need a plan to reach their goals. Students share their goals and successes with parents during our three Data and Dessert nights, where classroom and grade level goals can be observed.

PBIS & School-Wide Discipline

Reviewing the TELL survey, staff members said we could strengthen our school-wide discipline. The principal and the administrative team set out to improve this area. A counselor with discipline behavior experience was selected, and she has helped lead a team of PBIS instructors that teach weekly behavioral lessons using 2nd Step and Energy Bus curriculum. We have reviewed school-wide procedures for common areas and have a unified system that tracks minor classroom behavior issues. As far as discipline cases needing an administrator action, we've improved the process, and staff members see our admin team respond to their needs using walking talkies. We have a couple of students on behavior plans and those are being practiced. We have had 43 office referrals this year. On a daily basis our students respond to redirection and that is a key to success. If you stand in front of our student body in the gym and say, "SPARTANS", they will in unison say "SHIELDS UP" and quickly go to Level 0. Our students respond well to our school-wide procedures.

Writing Plan Success

We are proud of the growth we observed in our Writing scores last year. We have a great plan in place, and students are practicing everyday K-5. We've reviewed last year's plan and continue using our successful practices. We hope to have a repeat of this year. When students are writing, they are thinking.

Building Needs

Mr. Hardison submitted a Needs Assessment to Mr. McCarty earlier in January. We are not asking for a large number of interventionists or extra staff. We would like an Art Teacher next year, because that has been missed. Our janitors do a great job keeping our building nice, but our building has needs. We have a roof that needs repair. Heating and cooling will need work soon. New furniture would create a better, safer experience for students.

Learning Every day to Succeed

Council Members: Brent Hardison, Mariga Jenkins, Cathy Vinson, Sarah Wester, Amelia Bruce, and T.J. Teague

2015 KPREP Data Review

Longest Elementary

Muhlenberg County Schools 2015 KPREP Scores

Muhlenberg County	67.9
Bremen Elementary	78.1
Muhlenberg South Elementary	70.3
Longest Elementary	66.6
Greenville Elementary	66.1
Central City Elementary	65.0

Muhl. Co. Elementary School Comparison by Subject

	Reading	Math	Soc St.	Writing	Lang Mech
Bremen	99.7	100	100	75.0	100
CCES	66.7	63.4	76.2	68.6	56.3
Longest	63.2	67.6	76.1	73.2	71.3
Greenville	70.4	77.0	80.0	60.1	59.5
South	67.0	72.5	87.5	65.3	73.8

Longest Elementary 2014/2015 Comparison

	2015	2014
Distinguished Goal	72.8	72.8
Proficiency Goal	67.2	67.2
LES Overall Score	66.6	68.4
Reading	63.2	72.0
Math	67.6	70.6
Social Studies	76.1	72.9
Writing	73.2	48.8
Language Mechanics	71.3	71.6

Reading

- Reading Score was a 63.2 compared to 72.0 last year
- Boys novice rate double the girls 30.7 versus 15.5

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	23.2	49.6	56.9	54.2
3rd	26.7	48.0	60.8	54.3
4th	26.3	50.0	54.8	52.2
5th	15.9	50.7	55.0	56.0

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	23.2	49.6	56.9	54.2
Free/R	31.7	38.3	47.5	44.1
Male	30.7	45.6	55.7	51.1
Female	15.5	53.6	58.3	57.4
Gap	31.0	40.5	48.0	44.5

2013-2014 Reading % of Proficient/Distinguished LES students was at 53.6 which was over districts 52.7 and states 50.2

2014-2015 Reading % is 49.6 and under district's 56.9 and state's 54.2

Delivery Target for 15-16 is 62.9

Math

- Math score was a 67.6 compared to 70.6
- Girls right at 10% higher prof/dist
- Male novice rate double girls 21.1% versus 9.1%

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	15.2	50.4	55.2	48.8
3rd	13.3	54.7	56.7	47.5
4th	17.5	48.8	55.9	48.6
5th	14.5	47.8	52.9	50.3

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	15.2	50.4	55.2	48.8
Free/R	20.0	39.2	46.9	38.6
Male	21.1	45.6	55.7	48.3
Female	9.1	55.5	54.6	49.3
Gap	19.0	41.3	47.6	38.9

13-14 % of LES students scoring proficient/distinguished was 47.5. This was below district avg of 51.4 but above state avg of 44.5

14-15 LES improved with 50.4% but again fell below district average of 55.2%. LES was above state avg of 48.8%

Delivery Target for 15-16 if 58.0%

Social Studies

- Social Studies score was a 76.1 compared to 72.9 last year
- Female novice rate 2.7
- Boys 11.6% below district average

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	7.2	56.7	62.9	60.6
3rd				
4th				
5th	7.2	56.7	62.9	60.6

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	7.2	56.7	62.9	60.6
Free/R	5.9	44.1	50.7	50.3
Male	12.5	50.0	61.6	61.4
Female	2.7	62.2	64.4	59.9
Gap	5.6	47.2	52.2	50.4

Writing

- Writing score was a 73.2 compared to 48.8 last year
- Scored above district and state avg.

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	8.7	55.1	46.0	43.8
3rd				
4th				
5th	8.7	55.1	46.0	43.8

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	8.7	55.1	46.0	43.8
Free/R	11.8	50.0	36.1	34.6
Male	15.6	28.1	32.1	33.5
Female	2.7	78.4	61.0	54.6
Gap	11.1	52.8	37.0	34.5

Language Usage

- Language Usage score was a 71.3 compared to 71.6 last year
- 35% of all 4th graders scored distinguished

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	25.0	57.5	54.2	55.6
3rd				
4th	25.0	57.5	54.2	55.6
5th				

	LES Novice	LES % Prof/ Dist.	District Avg.	State Avg.
Total	25.0	57.5	54.2	55.6
Free/R	35.9	41.0	46.9	45.3
Male	33.3	52.4	50.3	49.3
Female	15.8	63.2	58.8	62.2
Gap	33.3	45.2	46.8	45.6

Proficiency/Closing the Achievement Gap

Combined Reading and Math
LES scored a 50.6% score of Proficient and Distinguished students in 13-14. This mark was below district avg. of 52.1% but above of state avg. of 47.4%

In 14-15, LES scores dropped slightly to 50.0% missing our goal of 55.5%. We were below district avg. of 56.1% and state avg. of 51.5%. Did Not Meet Goal

15-16 Delivery Target combined goal is 60.5

Reading
2013-2014 Reading % of Proficient/Distinguished LES students was at 53.6% which was over districts 52.7% and states 50.2%

2014-2015 Reading % is 49.6% and under district's 56.9% and state's 54.2%
Did Not Meet Goal

Delivery Target for 15-16 is 62.9%

Math
13-14 % of LES students scoring proficient/distinguished was 47.5%. This was below district avg. of 51.4% but above state avg. of 44.5%

14-15 LES improved with 50.4% but again fell below district average of 55.2%. LES was above state avg. of 48.8%
Did Not Meet Goal

Delivery Target for 15-16 if 58.0%

2015-2016 Plan for KDE

Comprehensive School Improvement

Plan

Longest Elementary

Muhlenberg County

Curtis Hardison, Principal
1020 N Main St
Greenville, KY 42345

TABLE OF CONTENTS

Overview 1

Goals Summary 2

Goal 1: Longest Elementary School will increase student attendance. 3

Goal 2: Increase the readiness level of Kindergarten students entering LES and provide ease in transition to the school environment. 3

Goal 3: LES program review will reflect an increase in component averages for Arts & Humanities, Writing, and Practical Living/Career Studies. 4

Goal 4: Increase the averaged combined Reading and Math K-PREP scores for Longest Elementary to 72% by 2017. 5

Goal 5: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017. 10

Goal 6: Next Generation Professionals 11

Goal 7: Promote positive school-wide behavior 12

Goal 8: All Kindergarten students will enter school with the skills necessary for academic success. 14

Goal 9: Longest Elementary will increase the percentage of proficient and distinguished writers 15

Activity Summary by Funding Source 16

Overview

Plan Name

2015-2016 Plan for KDE Comprehensive School Improvement Plan

Plan Description

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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	Longest Elementary School will increase student attendance.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$150
2	Increase the readiness level of Kindergarten students entering LES and provide ease in transition to the school environment.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	$250
3	LES program review will reflect an increase in component averages for Arts & Humanities, Writing, and Practical Living/Career Studies.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	$0
4	Increase the averaged combined Reading and Math K-PREP scores for Longest Elementary to 72% by 2017.	Objectives: 1 Strategies: 6 Activities: 11	Organizational	$0
5	Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$1300
6	Next Generation Professionals	Objectives: 1 Strategies: 2 Activities: 3	Organizational	$5300
7	Promote positive school-wide behavior	Objectives: 1 Strategies: 3 Activities: 5	Organizational	$3200
8	All Kindergarten students will enter school with the skills necessary for academic success.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$150000
9	Longest Elementary will increase the percentage of proficient and distinguished writers	Objectives: 1 Strategies: 1 Activities: 2	Academic	$500

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Goal 1: Longest Elementary School will increase student attendance.

Measurable Objective 1:

collaborate to achieve 96.25% or higher school-wide attendance by 05/22/2015 as measured by monthly and yearly attendance reports.

Strategy 1:

Attendance Recognition - LES will recognize positive school-wide, classroom, and individual student attendance reports

Category:

Activity - Attendance Banner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
LES will create a Ranking Board documenting the 5 Muhlenberg County elementary schools and their monthly attendance ranking based on highest to lowest rates.	Other	01/03/2013	05/20/2016	$150	School Council Funds	Principal and Attendance Clerk

Activity - Individual Student, Classroom & Grade Level Recognitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote high attendance by individual students, classrooms and grade level recognitions	Behavioral Support Program	08/05/2015	05/20/2016	$0	No Funding Required	Principal, Attendance Clerk, and Teachers

Goal 2: Increase the readiness level of Kindergarten students entering LES and provide ease in transition to the school environment.

Measurable Objective 1:

collaborate to identify early childhood providers, families, and community members to ensure all children experience an effective transition to school entry by 05/20/2016 as measured by Scores on the BRIGANCE screening.

Strategy 1:

School Readiness - Kindergarten teachers will collaborate with Early Childhood providers (Head Start, child care, First Steps, HANDS, etc.) to gather transition data about incoming students.

Category:

Activity - Gather Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Gather transition data from Early Childhood providers to get to know the incoming Kindergarten learners.	Professional Learning	05/01/2014	07/22/2016	$250	Other	Certified Staff

Activity - Disseminate Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement plan to communicate results of the Kindergarten screened to parents and Early Childhood providers.	Academic Support Program	08/01/2014	10/15/2015	$0	No Funding Required	Principal, Kindergarten Teachers, Assistant Principal, and Guidance Counselor

Activity - Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all kindergarten students with the common statewide screener (BRIGANCE)	Policy and Process	07/16/2014	08/14/2015	$0	No Funding Required	Principal, Guidance Counselor, Kindergarten teachers

Goal 3: LES program review will reflect an increase in component averages for Arts & Humanities, Writing, and Practical Living/Career Studies.

Measurable Objective 1:

collaborate to achieve an average score of 3.2 by 05/22/2015 as measured by Program Review document.

Strategy 1:

Program Review - Teachers will document instructional activities that address Arts & Humanities, Writing, and Practical Living/Career Studies.

Category: Continuous Improvement

Activity - PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Attend KDE workshops. Examine update rubrics used for program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	11/04/2015	05/20/2016	$0	No Funding Required	Certified staff

Activity - Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review committee will meet periodically to identify appropriate evidence and calibrate evidence for ratings and report findings to SBDM council.	Academic Support Program	07/16/2014	05/20/2016	$0	No Funding Required	Certified staff

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Goal 4: Increase the averaged combined Reading and Math K-PREP scores for Longest Elementary to 72% by 2017.

Measurable Objective 1:

demonstrate a proficiency by Third, Fourth and Fifth grade students scoring Proficient at the rate of 60% in Reading, 60% in Math, and 60% in Writing by 05/20/2016 as measured by the K-PREP assessment.

Strategy 1:

Standards Based Grading - Teachers will utilize an evaluation system based on a student's ability to achieve proficienty on each standard. Scores will be product based rather than process based. Various data collection instruments will be utilized in the collection of data.

Category:

Activity - Instructional Guidelines	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Teachers will implement Curriculum Pacing Guides, Common Assessments, and Assessment Analysis.	Academic Support Program	08/07/2013	05/20/2016	$0	No Funding Required	Certified Staff

Strategy 2:

Classroom Visits - Administrators and teachers will visit classrooms.

Category:

Activity - PGES Implimentation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to administrative observations, certified teachers will participate in scheduled peer reviews.	Academic Support Program	08/06/2014	05/20/2016	$0	No Funding Required	Principal, Assistant Principal, and Classroom teachers

Activity - Administrative Walkthroughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School and District administration will carry out regular classroom walkthroughs providing feedback to teachers	Direct Instruction, Behavioral Support Program, Academic Support Program	10/14/2015	05/20/2016	$0	Other	Principal & Assistant Principal

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Strategy 3:

Constructed Response Guidelines - Teachers will utilize a school-wide constructed response framework to provide consistency

Category:

Activity - Live Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and students will work together analyzing work samples or assessment items.	Academic Support Program	11/06/2013	05/29/2015	$0	No Funding Required	Certified Staff

Activity - Instructional Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use TAG action plan to instruct constructed response in the areas of Reading, Science, and Social Studies. Math teachers will use STAR action plan to instruct Math constructed responses. Writing teachers will use RAPP action plan to instruct On-Demand writing prompts.	Academic Support Program	11/13/2013	06/01/2015	$0	No Funding Required	Certified Staff

Strategy 4:

Content Action Plans - Content Plans will be developed and implemented in K-5 grades.

Category:

Activity - Reading Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Longest Elementary 2015-16 Reading Plan The new reading plan will be focused on the Journeys Series Top Five Expectations 1. Guided Reading (Small Leveled Groups) 2. Consistent School Wide Vocabulary 3. Journeys Reading Series 4. Daily Grammar Practice 5. Higher Expectations Key Core Reading Components Items indicated with a (*) should be used with the resources provided by the Journey's series • *Vocabulary-use the words with the series, vocabulary readers, vocabulary worksheets provided by the series, Thoughtful Ed Activities. 10-15 minutes Daily • *Grammar-use the skill focused on in the series, worksheets from the series, Daily-Fix-It, Grammar Minutes. 10-15 minutes daily, can be done during Literature Block/Writing time • *Target Skill (standard)- use the skill focused on in the series, use worksheets provided in the series, pull extra resources and stories to supplement • *Target Strategy-use the strategy from the series • *Questioning-use the questions provided in the series as you read the story, develop your own questions for guided reading that are rigorous • *Story Of the Week- use the story from the series at the beginning of the week, pull other passages and stories throughout the rest of the week and apply the target skill to them as well, Readworks.org, ReadingAtoZ.com, Storyworks • *Leveled Readers-use the leveled readers from the series, use during guided reading, • *Cold Reads-pull from the series, only fluency test once per month unless in RTI, continue using the cold reads weekly for the comprehension practice • Daily Read Aloud-choose novels at a higher grade level, stop often to discuss vocabulary and apply reading skills and strategies • Prove it!- have students highlight, underline, and prove for all MC, SA, and ER questions. • Homework-meaningful homework to be sent home 2-3 times per week, go over it during core time to show its importance. (10 minutes) • Handwriting-all grade levels should set aside 10-15 minutes for handwriting practice. The teachers need to be walking around to correct errors. Lower grades work on penmanship, upper grade cursive. • Ready Coach-use this as a lesson that goes along with your target skill for the week (grades 3-5 only) • Student Work Samples Displayed in the Hallways- this can also include goals Use of TAG for answering Reading, Science, and Social Studies constructed response questions	Academic Support Program	11/20/2013	05/20/2016	$0	No Funding Required	Certified Staff

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T Turn the Question into a Statement A Answer the Question G Give Supporting Details						

Activity - Math Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Longest Elementary Math Action Plan sets school-wide guidelines for Math instruction. All teachers are expected to incorporate the following into their instruction: Mathematical Vocabulary 8 Mathematical Practices listed in the common core standards Use of models • Physical (Ten frame, base ten blocks, etc.) • Visual (Pictures/diagrams) • Mental Math Journals • Interactive entries • Constructed Response Problem Solving (Word problems) Consistent strategies for basic facts • One-more-than • Two-more-than • Facts with zero • Doubles • Near doubles • Make ten Spiral Review • Consistent Spiraling of Previously Taught Core Standards Use of STAR for constructed response • S – slowly read the question • T – think clearly and logically • A – answer and label all parts • R – review your answer for correctness In addition, teachers will emphasize legible handwriting and teach basic test-taking strategies such as how to eliminate unlikely responses.	Academic Support Program	11/20/2013	05/20/2016	$0	No Funding Required	Certified Staff

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Activity - Writing Action Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Longest Elementary Writing Action Plan sets school-wide guidelines for writing instruction. All teachers are expected to incorporate the following into their instruction: Writing Vocabulary 3 modes of discourse • Informative • Narrative • Opinion 2 types of prompts • Stand-alone • Passage-based Scoring Rubric • Share with students Journals • Critical Thinking • Reflective Grade level on-demand practice: Use both stand-alone prompts and passage-based prompts • K – 2 prompts: February and April (Collaborative) • 1st – 3 prompts: November (Collaborative) February (Small Group) April (Independent) • 2nd – 3 prompts: November, February, and April • 3rd – 3 prompts: November (30 min.), February (60 min.), and April (30 min.) • 4th – 3 prompts: November (30 min.), February (60 min.), and April (30 min.) • 5th – Monthly prompts (Alternate stand-alone and passage-based) Use of RAPP for on-demand • R – read the prompt and determine the form • A – audience • P– purpose • P– proofread In addition, teachers will emphasize legible handwriting and teach basic test-taking strategies such as how to eliminate unlikely responses.	Academic Support Program	11/20/2013	05/20/2016	$0	No Funding Required	Certified Staff

Strategy 5:

Rigorous Instruction - Teachers will plan, implement, and assess engaging, thought provoking, class activities that lead to student growth and proficiency.

Category:

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Activity - Learning Targets Posted	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use learning targets at the beginning, middle, and end of each lesson to focus learners continuously on the targets	Direct Instruction	11/13/2013	05/20/2016	$0	No Funding Required	Certified Teachers

Activity - Student Engagement/Critical Thinking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will design rigorous learning task, to ensure students actively participate in the learning process through group or individual learning tasks. Students will be asked to produce work samples that reflect achievement of each learning target.	Direct Instruction	11/20/2013	05/20/2016	$0	No Funding Required	Certified Teachers

Strategy 6:

Spartan Binders - Teachers will utilize Spartan Binders for instructional planning

Category: Learning Systems

Activity - Lesson Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Spartan Binder to build standard based units of study and document plans	Direct Instruction	12/07/2012	05/20/2016	$0	No Funding Required	Certified Staff

Goal 5: Increase the average combined Reading and Math proficiency ratings for all students in the non-duplicated gap group to 66.5% in 2017.

Measurable Objective 1:

demonstrate a proficiency by decreasing the number of students scoring in the Novice category by 05/20/2016 as measured by K-PREP assessment.

Strategy 1:

Intervention - Intervention team will continue to analyze progress monitoring scores.

Category: Continuous Improvement

Activity - RTI/KSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The intervention team will meet with classroom teachers to develop plans to address gaps in learner needs based on standards. Student needs will help guide staff scheduling.	Academic Support Program	08/13/2014	06/01/2015	$0	No Funding Required	Intervention Team, Classroom teachers

Activity - Boy Mentoring Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All 4th and 5th grade boys will be involved in an administrative team led mentoring club which will meet weekly. Group members will enjoy reading experiences, goal setting, and motivation.	Behavioral Support Program, Academic Support Program	11/11/2015	05/20/2016	$800	School Council Funds	Administration Team

Strategy 2:

Student Goal Setting - Staff members/mentors will work with students to establish personal goals

Category: Continuous Improvement

Activity - Student Data Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will maintain a personalized data binder including goal setting contracts, attendance, behavior, work samples, and up-to-date assessment data.	Academic Support Program	08/06/2014	05/20/2016	$500	School Council Funds	Administration and Teachers

Activity - Student Growth Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Work with students to identify their current levels and coach them helping them grow toward and beyond proficiency	Direct Instruction, Parent Involvement, Academic Support Program	08/05/2015	05/20/2016	$0	No Funding Required	Teachers and Administration

Strategy 3:

Spiral Review/Flash Backs - Teachers will use standards based grading to guide all students toward proficiency throughout year.

Category:

Activity - Daily Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a variety of daily flashbacks/spiral review items to review past content.	Academic Support Program	08/06/2014	05/20/2016	$0	Annual Giving Fund	Certified Staff

Goal 6: Next Generation Professionals

Measurable Objective 1:

collaborate to implement teacher effectiveness technology and support to train principals in the new effectiveness system by 07/26/2013 as measured by the number of principals certified.

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Strategy 1:

Teachscape - We will use RTTT funding to certify principals to support teacher effectiveness

Category:

Research Cited: RTTT Scope-of-work

Activity - Principal Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachscape observation certification	Other	05/27/2013	07/26/2013	$5000	Race to the Top	Assistant to Superintendent

Strategy 2:

Teacher Professional Development - Specialized training in Thoughtful Ed and RTI

Category: Professional Learning & Support

Activity - Thoughtful Ed & RTI Training for Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have opportunities to study Thoughtful Ed and RTI strategies	Academic Support Program	08/05/2015	05/20/2016	$300	Title II Part A	Teachers and Administration

Activity - Cross Curricular Content Area PLC's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher PLC's from K-5 will meet in content area groups monthly to review instructional practices and progress. Ideas will be shared to build consistency across the curriculum.	Academic Support Program	08/12/2015	05/20/2016	$0	No Funding Required	Principal and Teachers

Goal 7: Promote positive school-wide behavior

Measurable Objective 1:

collaborate to establish positive school-wide guidelines to support and guide student behavior by 06/17/2015 as measured by office referrals, school and TELL surveys..

Strategy 1:

PBIS Team - The PBIS Team will be one of 5 standing school committees. This committee is tasked with establishing school-wide behavior guidelines for common areas and to work with teachers to support them in establishing grade specific strategies that promote positive student behavior.

Category: Management Systems

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Activity - Student Behavior Tracking	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classrooms will use a 5 point behavior charts tracking daily student behavior. Classroom teachers are encouraged to use other motivational systems to promote positive school-wide behavior.	Behavioral Support Program	08/06/2014	05/20/2016	$0	No Funding Required	LES staff

Activity - School-Wide Common Area Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Team (Made up of representatives from all areas of staff) will collaborate and build common areas plans to promote positive respectful student behavior.	Behavioral Support Program	07/02/2014	06/03/2015	$0	No Funding Required	Principal & PBIS Team

Activity - Student Celebration Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Committee will help organize process where grade level teams will organize monthly celebration assemblies. Grade level teams will also be asked to chose an area of focus to recognize each month and award winners.	Behavioral Support Program, Academic Support Program	11/18/2015	05/20/2016	$0	No Funding Required	PBIS Committee & Teachers

Strategy 2:

Student Mentoring - District and school level staff will coordinate community resources and members as we provide support programs to students.

Category: Stakeholder Engagement

Activity - Mentoring Program Coordination	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Officials will coordinate efforts to serve students in various mentoring programs	Behavioral Support Program	11/18/2014	05/20/2016	$0	Other	School Administration and community support groups

Strategy 3:

PBIS Instructional Day Included in Schedule - The school's guidance counselor and practical arts team will provide weekly Positive Behavior Instruction to K-5 students. Students will study social skills, emotion management, problem solving, and team work.

Category: Early Learning

Research Cited: 2nd Step

Activity - PBIS Instructional Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PBIS Instructional team will meet with all K-5 students on Wednesdays working through behavior management curriculum.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/05/2015	05/20/2016	$3200	School Council Funds	Guidance Counselor & Practical Arts Team

Goal 8: All Kindergarten students will enter school with the skills necessary for academic success.

Measurable Objective 1:

70% of Pre-K grade students will demonstrate a proficiency in reading readiness skills in Reading by 06/01/2015 as measured by scores on the BRIGANCE assessment.

Strategy 1:

SOAR Collaboration - School will collaborate with the SOAR community early childhood council to prepare incoming students for academic success.

Category: Early Learning

Activity - Preschool/Head Start Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish the importance of reading by supplying resources and funding training events at schools.	Academic Support Program	10/15/2014	04/22/2016	$75000	Endowment Fund	Administration, District Coordinators, Kindergarten teachers and preschool staff

Activity - Preschool/Head Start Tutition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides tuition for a number of students who do not meet state income guidelines to qualify for Head Start and would therefore be denied services	Academic Support Program	08/01/2014	06/01/2016	$15000	Endowment Fund	Administration and preschool staff

Activity - Early Home Based Head Start	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
provides literacy kits, hands-on learning materials for this program through home visits and group socializations	Academic Support Program	10/01/2014	06/01/2016	$60000	Endowment Fund	Preschool staff and SOAR council

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Goal 9: Longest Elementary will increase the percentage of proficient and distinguished writers

Measurable Objective 1:

A 15% increase of Fourth and Fifth grade students will demonstrate a proficiency in both Language Mechanics and in Writing by 05/22/2015 as measured by 2015 KPREP Results.

Strategy 1:

Individualized Instruction and Progress Tracking - Using student binders, students and teachers will work together to build data platform where student and staff team together to review student work. Students can self reflect. Teachers will support by building improvement plans for individual learners.

Category: Continuous Improvement

Activity - Data and Dessert Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will build a data notebook and collect work samples. In addition students will document their growth on progress monitoring checks helping paint an overall picture of growth and success. Students will be asked to hold multiple student led conferences with their parents over the school year. Students will take ownership of their progress and work with parents and school to work toward proficiency. The school will hold 3 data and dessert family night events this school year.	Community Engagement	10/01/2014	05/15/2015	$500	FRYSC	FRC Coordinator Donna Gill and Principal Hardison

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing will be monitored by classroom teachers. Students needing support will receive Tier I, II, or III support to get students on growth pattern.	Academic Support Program	08/20/2014	05/15/2015	$0	No Funding Required	Assistant Principal Armour

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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Annual Giving Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Review	Teachers will use a variety of daily flashbacks/spiral review items to review past content.	Academic Support Program	08/06/2014	05/20/2016	$0	Certified Staff
				Total	$0	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thoughtful Ed & RTI Training for Staff	Teachers will have opportunities to study Thoughtful Ed and RTI strategies	Academic Support Program	08/05/2015	05/20/2016	$300	Teachers and Administration
				Total	$300	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PBIS Instructional Classes	PBIS Instructional team will meet with all K-5 students on Wednesdays working through behavior management curriculum.	Behavioral Support Program, Academic Support Program, Career Preparation/Orientation	08/05/2015	05/20/2016	$3200	Guidance Counselor & Practical Arts Team
Attendance Banner	LES will create a Ranking Board documenting the 5 Muhlenberg County elementary schools and their monthly attendance ranking based on highest to lowest rates.	Other	01/03/2013	05/20/2016	$150	Principal and Attendance Clerk

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Boy Mentoring Groups	All 4th and 5th grade boys will be involved in an administrative team led mentoring club which will meet weekly. Group members will enjoy reading experiences, goal setting, and motivation.	Behavioral Support Program, Academic Support Program	11/11/2015	05/20/2016	$800	Administration Team
Student Data Binders	Student will maintain a personalized data binder including goal setting contracts, attendance, behavior, work samples, and up-to-date assessment data.	Academic Support Program	08/06/2014	05/20/2016	$500	Administration and Teachers
				Total	$4650	

Endowment Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Preschool/Head Start Tutition	Provides tuition for a number of students who do not meet state income guidelines to qualify for Head Start and would therefore be denied services	Academic Support Program	08/01/2014	06/01/2016	$15000	Administration and preschool staff
Preschool/Head Start Support	Establish the importance of reading by supplying resources and funding training events at schools.	Academic Support Program	10/15/2014	04/22/2016	$75000	Administration, District Coordinators, Kindergarten teachers and preschool staff
Early Home Based Head Start	provides literacy kits, hands-on learning materials for this program through home visits and group socializations	Academic Support Program	10/01/2014	06/01/2016	$60000	Preschool staff and SOAR council
				Total	$150000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Program Coordination	School Officials will coordinate efforts to serve students in various mentoring programs	Behavioral Support Program	11/18/2014	05/20/2016	$0	School Administration and community support groups
Gather Data	Gather transition data from Early Childhood providers to get to know the incoming Kindergarten learners.	Professional Learning	05/01/2014	07/22/2016	$250	Certified Staff

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Administrative Walkthroughs	School and District administration will carry out regular classroom walkthroughs providing feedback to teachers	Direct Instruction, Behavioral Support Program, Academic Support Program	10/14/2015	05/20/2016	$0	Principal & Assistant Principal
				Total	$250	

No Funding Required

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

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Math Action Plan	The Longest Elementary Math Action Plan sets school-wide guidelines for Math instruction. All teachers are expected to incorporate the following into their instruction: Mathematical Vocabulary 8 Mathematical Practices listed in the common core standards Use of models • Physical (Ten frame, base ten blocks, etc.) • Visual (Pictures/diagrams) • Mental Math Journals • Interactive entries • Constructed Response Problem Solving (Word problems) Consistent strategies for basic facts • One-more-than • Two-more-than • Facts with zero • Doubles • Near doubles • Make ten Spiral Review • Consistent Spiraling of Previously Taught Core Standards Use of STAR for constructed response • S – slowly read the question • T – think clearly and logically • A – answer and label all parts • R – review your answer for correctness In addition, teachers will emphasize legible handwriting and teach basic test-taking strategies such as how to eliminate unlikely responses.	Academic Support Program	11/20/2013	05/20/2016	$0	Certified Staff
PGES Implimentation	In addition to administrative observations, certified teachers will participate in scheduled peer reviews.	Academic Support Program	08/06/2014	05/20/2016	$0	Principal, Assistant Principal, and Classroom teachers
Student Engagement/Critical Thinking	Teachers will design rigorous learning task, to ensure students actively participate in the learning process through group or individual learning tasks. Students will be asked to produce work samples that reflect achievement of each learning target.	Direct Instruction	11/20/2013	05/20/2016	$0	Certified Teachers

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Reading Action Plan	Longest Elementary 2015-16 Reading Plan The new reading plan will be focused on the Journeys Series Top Five Expectations 1. Guided Reading (Small Leveled Groups) 2. Consistent School Wide Vocabulary 3. Journeys Reading Series 4. Daily Grammar Practice 5. Higher Expectations Key Core Reading Components Items indicated with a (*) should be used with the resources provided by the Journey's series • *Vocabulary-use the words with the series, vocabulary readers, vocabulary worksheets provided by the series, Thoughtful Ed Activities. 10-15 minutes Daily • *Grammar-use the skill focused on in the series, worksheets from the series, Daily-Fix-It, Grammar Minutes. 10-15 minutes daily, can be done during Literature Block/Writing time • *Target Skill (standard)- use the skill focused on in the series, use worksheets provided in the series, pull extra resources and stories to supplement • *Target Strategy-use the strategy from the series • *Questioning-use the questions provided in the series as you read the story, develop your own questions for guided reading that are rigorous • *Story Of the Week- use the story from the series at the beginning of the week, pull other passages and stories throughout the rest of the week and apply the target skill to them as well, Readworks.org, ReadingAtoZ.com, Storyworks • *Leveled Readers-use the leveled readers from the series, use during guided reading, • *Cold Reads-pull from the series, only fluency test once per month unless in RTI, continue using the cold reads weekly for the comprehension practice • Daily Read Aloud-choose novels at a higher grade level, stop often to discuss vocabulary and apply reading skills and strategies • Prove it!- have students highlight, underline, and prove for all MC, SA, and ER questions. • Homework-meaningful homework to be sent home 2-3 times per week, go over it during core time to show its importance. (10 minutes) • Handwriting-all grade levels should set aside 10-15 minutes for handwriting practice. The teachers need to be walking around to correct errors. Lower grades work on penmanship, upper grade cursive. • Ready Coach-use this as a lesson that goes along with	Academic Support Program	11/20/2013	05/20/2016	$0	Certified Staff

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	• Ready Coach-use this as a lesson that goes along with your target skill for the week (grades 3-5 only) • Student Work Samples Displayed in the Hallways- this can also include goals Use of TAG for answering Reading, Science, and Social Studies constructed response questions T Turn the Question into a Statement A Answer the Question G Give Supporting Details					
RTI/KSI	The intervention team will meet with classroom teachers to develop plans to address gaps in learner needs based on standards. Student needs will help guide staff scheduling.	Academic Support Program	08/13/2014	06/01/2015	$0	Intervention Team, Classroom teachers
Plan Review	Program Review committee will meet periodically to identify appropriate evidence and calibrate evidence for ratings and report findings to SBDM council.	Academic Support Program	07/16/2014	05/20/2016	$0	Certified staff
Screening	Assess all kindergarten students with the common statewide screener (BRIGANCE)	Policy and Process	07/16/2014	08/14/2015	$0	Principal, Guidance Counselor, Kindergarten teachers
Individual Student, Classroom & Grade Level Recognitions	Promote high attendance by individual students, classrooms and grade level recognitions	Behavioral Support Program	08/05/2015	05/20/2016	$0	Principal, Attendance Clerk, and Teachers
RTI	Student writing will be monitored by classroom teachers. Students needing support will receive Tier I, II, or III support to get students on growth pattern.	Academic Support Program	08/20/2014	05/15/2015	$0	Assistant Principal Armour
School-Wide Common Area Lesson Plans	PBIS Team (Made up of representatives from all areas of staff) will collaborate and build common areas plans to promote positive respectful student behavior.	Behavioral Support Program	07/02/2014	06/03/2015	$0	Principal & PBIS Team
Student Celebration Assemblies	The PBIS Committee will help organize process where grade level teams will organize monthly celebration assemblies. Grade level teams will also be asked to chose an area of focus to recognize each month and award winners.	Behavioral Support Program, Academic Support Program	11/18/2015	05/20/2016	$0	PBIS Committee & Teachers

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Writing Action Plan	The Longest Elementary Writing Action Plan sets school-wide guidelines for writing instruction. All teachers are expected to incorporate the following into their instruction: Writing Vocabulary 3 modes of discourse • Informative • Narrative • Opinion 2 types of prompts • Stand-alone • Passage-based Scoring Rubric • Share with students Journals • Critical Thinking • Reflective Grade level on-demand practice: Use both stand-alone prompts and passage-based prompts • K – 2 prompts: February and April (Collaborative) • 1st – 3 prompts: November (Collaborative) February (Small Group) April (Independent) • 2nd – 3 prompts: November, February, and April • 3rd – 3 prompts: November (30 min.), February (60 min.), and April (30 min.) • 4th – 3 prompts: November (30 min.), February (60 min.), and April (30 min.) • 5th – Monthly prompts (Alternate stand-alone and passage-based) Use of RAPP for on-demand • R – read the prompt and determine the form • A – audience • P– purpose • P– proofread In addition, teachers will emphasize legible handwriting and teach basic test-taking strategies such as how to eliminate unlikely responses.	Academic Support Program	11/20/2013	05/20/2016	$0	Certified Staff
Student Growth Plans	Work with students to identify their current levels and coach them helping them grow toward and beyond proficiency	Direct Instruction, Parent Involvement, Academic Support Program	08/05/2015	05/20/2016	$0	Teachers and Administration

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Live Scoring	Teachers and students will work together analyzing work samples or assessment items.	Academic Support Program	11/06/2013	05/29/2015	$0	Certified Staff
Instructional Guidelines	K-5 Teachers will implement Curriculum Pacing Guides, Common Assessments, and Assessment Analysis.	Academic Support Program	08/07/2013	05/20/2016	$0	Certified Staff
Cross Curricular Content Area PLC's	Teacher PLC's from K-5 will meet in content area groups monthly to review instructional practices and progress. Ideas will be shared to build consistency across the curriculum.	Academic Support Program	08/12/2015	05/20/2016	$0	Principal and Teachers
Learning Targets Posted	Teachers will use learning targets at the beginning, middle, and end of each lesson to focus learners continuously on the targets	Direct Instruction	11/13/2013	05/20/2016	$0	Certified Teachers
PD	Attend KDE workshops. Examine update rubrics used for program review. Consider the existing sources and evidence to inform the overall program assessment.	Academic Support Program	11/04/2015	05/20/2016	$0	Certified staff
Disseminate Information	Implement plan to communicate results of the Kindergarten screened to parents and Early Childhood providers.	Academic Support Program	08/01/2014	10/15/2015	$0	Principal, Kindergarten Teachers, Assistant Principal, and Guidance Counselor
Student Behavior Tracking	All classrooms will use a 5 point behavior charts tracking daily student behavior. Classroom teachers are encouraged to use other motivational systems to promote positive school-wide behavior.	Behavioral Support Program	08/06/2014	05/20/2016	$0	LES staff
Instructional Plans	Teachers will use TAG action plan to instruct constructed response in the areas of Reading, Science, and Social Studies. Math teachers will use STAR action plan to instruct Math constructed responses. Writing teachers will use RAPP action plan to instruct On-Demand writing prompts.	Academic Support Program	11/13/2013	06/01/2015	$0	Certified Staff
Lesson Planning	Teachers will utilize Spartan Binder to build standard based units of study and document plans	Direct Instruction	12/07/2012	05/20/2016	$0	Certified Staff
				Total	$0	

FRYSC

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

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Data and Dessert Nights	Students will build a data notebook and collect work samples. In addition students will document their growth on progress monitoring checks helping paint an overall picture of growth and success. Students will be asked to hold multiple student led conferences with their parents over the school year. Students will take ownership of their progress and work with parents and school to work toward proficiency. The school will hold 3 data and dessert family night events this school year.	Community Engagement	10/01/2014	05/15/2015	$500	FRC Coordinator Donna Gill and Principal Hardison
				Total	$500	

Race to the Top

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Principal Certification	Teachscape observation certification	Other	05/27/2013	07/26/2013	$5000	Assistant to Superintendent
				Total	$5000	

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Longest Elementary
Needs Assessment
January 2016

Instructional Program

- We request our instructional staff ratios stay as close as possible to current levels
- We ask for continued support in providing Study Island, MAP, Lexia, & Math Whiz.
- We would request an Art Teacher/instructor

Student Support Services

- We request the same levels of instructional support and additional special education instructional monitors.

Major Equipment

- Exterior Door push-bars replacement at 1 location. (We've replaced 3 units and they are great improvements for safety and daily use.
- Adding exterior lights by the Daycare entrance. Parents picking up kids this time of year after 4:30 are walking in to a very dark area. This would also add security to the front of the building.
- Classroom furniture. We would like to phase in replacement material to improve student experience.

Major Maintenance

- Roof on upper level of the building is in need of replacement.
- Boiler system is outdated. Modern more economic units could benefit district energy usage.
- We would like to replace a number of old air conditioners.
- Exterior wall on media center wall (Visible from front parking lot) looks to be chipping-needs repair
- Gym floor needs waxing