



KDE Comprehensive School Improvement Plan

Boston School

Nelson 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?

Boston is a rural community-based school that averages between 250 to 300 students located in the heart of the Boston community. Boston School is entrenched with tradition, values and high expectations for learning and performance. Our student population includes kindergarten through the eighth grade. Our teaching staff consists of 25 certified staff members and 5 classified members. Together, they strive to help students reach proficiency by providing all students with a quality education through a variety of programs, services and activities. Within the past five years, Boston School's free and reduced lunch program has grown from 42% to 63%. With the job market becoming more challenging for the members of the community, we have experienced more financial need of our constituents. Our PTA, Family Resource and Youth Service Center, and 21st Century program play integral roles for our school by providing volunteers, resources, funding and parental support. Daycare services for school-aged children are offered to parents through our Yellow Jacket Center. Boston School does not contain a pre-school program within the school building but students in the community are able to attend the district learning center that contains a preschool program. Since this is located about 25 miles away, a small percentage of our students attend. This has resulted in about 42% of our kindergarten students being classified as "ready" according to the state screener-Brigance. Because of this, Boston worked hard to become the site of the Toyota Born Learning Academies, which provide 6 parent workshops for parents of children ages 0-5 to help provide more academic resources to parents and community members before students enter school. In addition, Boston has been able to offer 6 alumni workshops for parents who have participated in previous Born Learning Academies. Middle school students are in the eighth year of implementation of athletic and academic activities. Members of our staff have worked diligently to provide after school activities to our students since our students live in a very rural area with lack of these enrichment activities readily available. Boston School has now added a BETA club, FCA club, Middle School Band program, girls' and boys' basketball, girls' volleyball, archery for 4th-8th graders, cheerleading, STLP club, elementary and middle school academic teams, and elementary and middle school Future Problem Solving Teams. Each year, new opportunities are developed based upon student interest.

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 of Boston School is to develop life-long learners in collaboration with the community.

The vision statement is "Because Education Equals Success"

We believe:

B-uilding relationships with student, staff, families, and community helps remove barriers to learning because "together is better." (Covey's 6th Habit-synergize)

E-veryone can be successful when effective , varied, and researched based instructional practices are utilized.

L-earning occurs from access to all types of education and "Boston Best" achievements are recognized and celebrated throughout the year.

I-mplementing a balanced assessment practice provides meaningful feedback.

E-xpectations influence achievement so that we can "begin with the end in mind." (Covey's 2nd Habit)

V-isiting the school improvement plan and mission, vision , beliefs regularly help maintain a focus on teaching and learning. (Covey's 3rd Habit- "Put first things first.")

I-mplementing a rigorous, intentional, and aligned curriculum prepares students to be college and career ready. (Covey's 1st Habit)

N-urturing a safe school environment creates an environment conducive to learning. (Covey's 3rd Habit- Put first things first.)

G-rowing leadership capacity throughout the school community supports a climate of collaboration and growth-mindsets. (Covey's 4th Habit- "Think win-win")..

Each year, Boston stakeholders develop a school theme that correlates to our beliefs. The 2014-2015 school theme is CHALLENGE YOURSELF. TAKE CHARGE OF YOUR FUTURE. Each month of the school calendar is named with a separate theme to focus on. For example, one month may be college and careers while a different month may be leadership so that different activities are incorporated around these ideas. As you enter Boston School you will see a dreaming tree that shows the 7 Habits of effective people. Each morning the students say a 7 Habits Pledge so that they have a daily reminder of how we can work to meet our challenges (goals). These are just a few examples of how we use our theme to be the center of our activity planning with the students.

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.

Notable Achievements:

2014- Both Boston Elementary and Boston Middle maintained proficient ratings.

2014- Boston Middle School scores were in the 86th percentile with achievement scores up 3.2 points from 82 to 85.2.

2014- Composite EXPLORE results for 2013-2014 were 16.1 which is above both the state and local average. 2014 results are up at 16.3.

2013-Boston Middle School's scores were in the 94th percentile ranking for the state resulting in a Distinguished rating and being designated as a High Performing and High Progress School by KDE.

2013-Boston School's Elementary scores were in the 86th percentile ranking for the state resulting in a Proficient rating.

2012- Boston School secured the highly competitive Toyota Born Learning Grant (1 of 6 schools in Kentucky)

Boston School Goals

State accountability scores to be in the top third of state.

To remain the top scoring school in the district

AYP achieved

State accountability scores to be in the top 20% for both elementary and middle school

Top scoring school in the region

EXPLORE composite score increase to a 16.5

Become a Blue Ribbon School

Middle School designation as a School To Watch

Additional Information

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

Boston School's data has shown continued improvements in academic data over the past three years. In addition, Boston hosts Camp Invention during the summer to provide an opportunity to engage students in critical thinking skills based on STEM. This camp has partnered with the 21st Century program to provide students with a minimum of 4 weeks during the summer designed to engage students in academic pursuits based on STEM as well as diminish the regression of academic skills that may occur over the extended summer break. To further engage families and foster parent and family involvement, Boston has implemented "Parent University" nights where parents may engage in learning activities, based on various themes, with their children. In partnership with FRYSC, Boston has implemented the Watch Dog program to bring fathers into the school as volunteers during the school day. PTA has also partnered with the school to enhance the Back to School Bash for families and add a fall event to engage families during after-school hours.

Boston School Improvement Plan 2014-2015

Overview

Plan Name

Boston School Improvement Plan 2014-2015

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.	Objectives: 1 Strategies: 4 Activities: 13	Organizational	\$91000
2	College and Career Readiness	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$200
3	Increase the average elementary combined reading and math proficiencies for gap students from 53.2 in 2014 to 71.2 in 2017 and middle school combined reading and math proficiencies from 48.0 in 2014 to 66.6 in 2017.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$87080
4	Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy 1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0	Other	Principal, SBDM council, instructional coach, teachers
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Strategy 2:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	Teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0	No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given in grades 3-5 and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, and classroom assessments will be utilized.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	District, teachers, principal, instructional coach

Strategy 3:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - ABRI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500	Other	All Boston School staff members

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Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Obtain the Math Achievement Fund grant (MAF) to provide and implement math interventions for targeted at-risk students through intervention periods and through small group instruction with a math interventionist. Students scoring in the lowest stanines will be served in small intervention groups by a highly trained math specialist.	Academic Support Program	01/05/2015	05/29/2015	\$41000	Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

Strategy 4:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500	Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000	Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000	Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers
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Goal 2: College and Career Readiness

Measurable Objective 1:

demonstrate a proficiency increase in the number of students that are college and career ready by 05/29/2015 as measured by 8th grade EXPLORE exam.

Strategy 1:

College and Career Ready - Develop, promote, and implement Operation Preparation for 8th grade students. Provide professional development through the counseling cadre and district meetings. School leadership professional learning community will meet regularly to discuss strategies and activities that will focus on College and Career readiness. KEES van will visit Boston for students to receive training on KEES scholarship money and log into accounts with KEES representative.

Category: Career Readiness Pathways

Activity - College and Career Readiness Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Host parent-student college and career readiness workshop for grades 3-8.	Parent Involvement	08/06/2014	05/29/2015	\$0	No Funding Required	Leadership team, FRYSC

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Operation preparation activities will be planned during the month of December to relate toward career awareness. During the month of December community members will come to the designated location and meet with students as indicated by the student ILP completion.	Career Preparation/Orientation	12/01/2014	05/29/2015	\$200	Other	FRYSC, Guidance counselor, district staff,

Activity - Guidance class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement college and career sessions with 8th grade students. The counselor will work with middle school teachers to implement an in-school job program for 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	guidance counselor, district staff, teachers

Goal 3: Increase the average elementary combined reading and math proficiencies for gap students from 53.2 in 2014 to 71.2 in 2017 and middle school combined reading and math proficiencies from 48.0 in 2014 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 53.2 in 2014 to 59.6 in 2015 and the combined middle school reading and math scores from 48.0 in 2014 to 53.2 in 2015 by 05/29/2015 as measured by state KPREP assessment.

Strategy 1:

Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Category: Continuous Improvement

Research Cited: Jensen, Marzano

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/06/2014	05/29/2015	\$0	No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff
Activity - Integration of resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/06/2014	07/31/2015	\$0	No Funding Required	principal, SBDM council, district
Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$87080	School Council Funds, Grant Funds, Grant Funds, Grant Funds	principal, 21st century director, title I, teachers
Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies, co-teaching strategies, and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	08/06/2014	05/29/2015	\$0	No Funding Required	Principal, Special Education Staff, Counselor, Instructional Coach, District Staff
Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participate in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students.	Direct Instruction	06/09/2014	05/29/2015	\$0	No Funding Required	teachers, special education staff, principal, instructional coach, district staff

Goal 4: Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from _____ in 2015 to _____ in 2020.

Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/29/2015 as measured by CIITS PGES implementation.

Strategy 1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Category:

Research Cited: Charlotte Danielson, Framework for Teaching

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Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching, writing and monitoring student growth goals.	Professional Learning	07/21/2014	05/29/2015	\$0	No Funding Required	School Principal and Administrative staff

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	08/06/2014	05/29/2015	\$0	No Funding Required	Certified Teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$80	principal, 21st century director, title I, teachers
Total					\$80	

Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Targeted Math Interventions (MAF grant)	Obtain the Math Achievement Fund grant (MAF) to provide and implement math interventions for targeted at-risk students through intervention periods and through small group instruction with a math interventionist. Students scoring in the lowest stanines will be served in small intervention groups by a highly trained math specialist.	Academic Support Program	01/05/2015	05/29/2015	\$41000	Principal, instructional coach, teachers, math interventionist
Total					\$41000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Program Review	Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council
Total					\$2500	

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Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development	Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers
Total					\$41000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training on Danielson Framework	All staff will be trained on the expectations of the Danielson Framework for Teaching, writing and monitoring student growth goals.	Professional Learning	07/21/2014	05/29/2015	\$0	School Principal and Administrative staff
Research-Based Instruction	Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participate in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students.	Direct Instruction	06/09/2014	05/29/2015	\$0	teachers, special education staff, principal, instructional coach, district staff
Quality Student Work	Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0	Teachers, principal, instructional coach
Guidance class	Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement college and career sessions with 8th grade students. The counselor will work with middle school teachers to implement an in-school job program for 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Academic Support Program	08/06/2014	05/29/2015	\$0	guidance counselor, district staff, teachers

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Data Analysis Team Meetings	Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff
Curriculum Design Teams	Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0	Principal, Instructional Coach, PLC grade level teachers
Peer Observations	All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	08/06/2014	05/29/2015	\$0	Certified Teachers, Principal
Goal Setting	Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0	teachers, counselor, instructional coach, principal, media specialist, interventionist
College and Career Readiness Workshop	Host parent-student college and career readiness workshop for grades 3-8.	Parent Involvement	08/06/2014	05/29/2015	\$0	Leadership team, FRYSC
Monitoring Instructional Practices	Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

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ABRI	ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach
Special Education PLCs	Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies, co-teaching strategies, and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	08/06/2014	05/29/2015	\$0	Principal, Special Education Staff, Counselor, Instructional Coach, District Staff
Integration of resources	Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/06/2014	07/31/2015	\$0	principal, SBDM council, district
Common Assessments	To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given in grades 3-5 and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, and classroom assessments will be utilized.	Academic Support Program	08/06/2014	05/29/2015	\$0	District, teachers, principal, instructional coach
Data Review	Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/06/2014	05/29/2015	\$0	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff

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Total

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Operation preparation activities will be planned during the month of December to relate toward career awareness. During the month of December community members will come to the designated location and meet with students as indicated by the student ILP completion.	Career Preparation/Orientation	12/01/2014	05/29/2015	\$200	FRYSC, Guidance counselor, district staff,
Guidelines for Success	Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500	All Boston School staff members
KCAS implementation	Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0	Principal, SBDM council, instructional coach, teachers
Total					\$1700	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$5000	principal, 21st century director, title I, teachers
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$41000	principal, 21st century director, title I, teachers

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Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$41000	principal, 21st century director, title I, teachers
Flexible guided reading groups	teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000	title I, RTA staff, interventionist , guided reading teachers, teachers, principal, instructional coach
Total					\$92000	

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?**

The data provided gives us overall values to compare with state averages regarding each component of the current accountability system: Achievement, Gap, Growth, and College and Career Readiness (for our middle school). In addition, we are now also accountable for 3 program reviews- Arts & Humanities, Practical Living & Vocational Studies, and Writing. We can develop tables to show the percentage that each subject counts with the number of points our school earned in the achievement section of KPREP. We can also gather the percentage of students that achieved proficient and distinguished at each grade level with a comparison to the state average for each grade level. In addition, from individual student reports we can count the actual number of students at each category to place in the next generation calculator to discuss "what if" options. Data can be gathered on the number of GAP students that achieved proficiency from each of the subject areas. Additional information can be gathered on GAP students from the school report card link on gender performance, socio-economic, etc. at each grade level if there are more than 10 students in a particular grade level. There is also data provided on the percent of students that are at or above the 40th student growth percentile and how the school percentage of students compares to state averages. We can also find data regarding EXPLORE results and the percent of students that have reached the benchmark for each of the subject areas. The data does not give schools data regarding how the school or grade levels in a school compares with district and state responses for multiple choice, short answer, and extended responses. Without this data, conclusions cannot be formulated accurately regarding school systematic versus grade-level instructional issues regarding student content knowledge and/or ability to synthesize answers in written form. In addition, the break-down for sub-domains is missing. For example, it is not possible to gather data trends for grade levels or school performance in the sub-domain of geometry versus data/measurement. This is lacking for all subject areas.

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?

All Elementary scores are at or well above the state averages across all grade levels. Elementary ranked in the top 28 percent of all elementary school in the state. Middle school scores indicate that overall achievement scores were increasing with notable gains in social studies, reading and writing scores. Boston is at or well above state averages in all areas other than science and language mechanics for the elementary only. In addition, our 8th grade EXPLORE scores are above both the state and local mean.

Opportunities for Improvement

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

Our Elementary School scored in the top 28% of all public elementary schools in Kentucky. However, the staff has identified reading, math, and writing as areas where we want to continue to grow. Middle school has identified the same areas as well. Teacher teams along with the principal and instructional coach work to monitor student learning by frequent examination of student data. Data is collected through regular formative assessments as well as the three Measures of Academic Performance (MAP) tests. After examination of the data, teacher teams design intervention/enrichment based learning experiences for the students to provide a laser-like focus on these deficient skill areas. Through Professional learning community work, teachers build a bank of resources to provide students with authentic learning experiences. Writing activities have been added to the teacher daily lesson plan so that there is at least one activity throughout the week that has a focus on writing. Each student has a writing folder to collect a variety of writing products that have been completed throughout the school year. This folder is passed up to the next grade level. In addition, teachers display quality writing outside in the hallway on monthly rotation basis. We have also recently begun work using Lucy Calkins' units of Study K-8 to provide continuity throughout the building and ensure instruction and curriculum is solidly based in the KCAS. Work is examined by the principal and instructional coach, and as well as opportunities for peer walkthroughs with feedback.

Conclusion

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

Boston School's next step is to continue to examine school schedules within the school day as well as before and after school to ensure that both human and monetary resources are being utilized to the utmost fullest capacity. We will continue to monitor daily on a frequent basis to change practices when needed to increase student achievement. In addition, fine tuning intervention classes using MAP assessment data, GAP data, Kprep data and student performance to place students in appropriate groupings and provide appropriate and high quality intervention strategies will maximize student achievement and learning.

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?

The stakeholders involved in completing this diagnostic were members of the leadership team and SBDM including: Dana Cull (principal), Michelle Hendricks (instructional Coach), Pam Johnson (counselor), Martina Amshoff (teacher), Heather McGlone (media specialist/teacher), Angela Thompson (teacher), Renee Douglas (parent), and Gretchen Boone (parent).

Relationship Building

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

Overall Rating: 3.0

	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 that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	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: 3.14

	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).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient examples.)	Distinguished

	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).	District/school staff, parents and community stakeholders work together to learn from and use all resources available to meet the student's and parent's learning needs.	Distinguished

	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 and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	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.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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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.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient

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: 2.86

	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.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

	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.	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.	Proficient

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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 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 in committee work.	Proficient

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: 3.33

	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.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students academic goals and learning needs.	Proficient

	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	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 district and school staff facilitates sharing of ideas and training to effectively participate in developing IEPs, ILPs, GSPs, 504 plans and interventions for college readiness.	Distinguished

	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.	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.	Proficient

	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.	District and school staff ensure that parents and community members are trained to serve as educational advocates or to access trained educational advocates for students to meet their academic goals.	Distinguished

	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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

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

Overall Rating: 3.0

	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>Parents have multiple opportunities to learn about and discuss:</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 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 as participation in 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. 	Proficient

	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>All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.</p>	Distinguished

	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 parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.</p>	Proficient

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School staff allows parents to visit regular education classrooms upon request. There is no school policy.</p>	Novice

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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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

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

Overall Rating: 3.5

	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 staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	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.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	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.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

	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.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

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

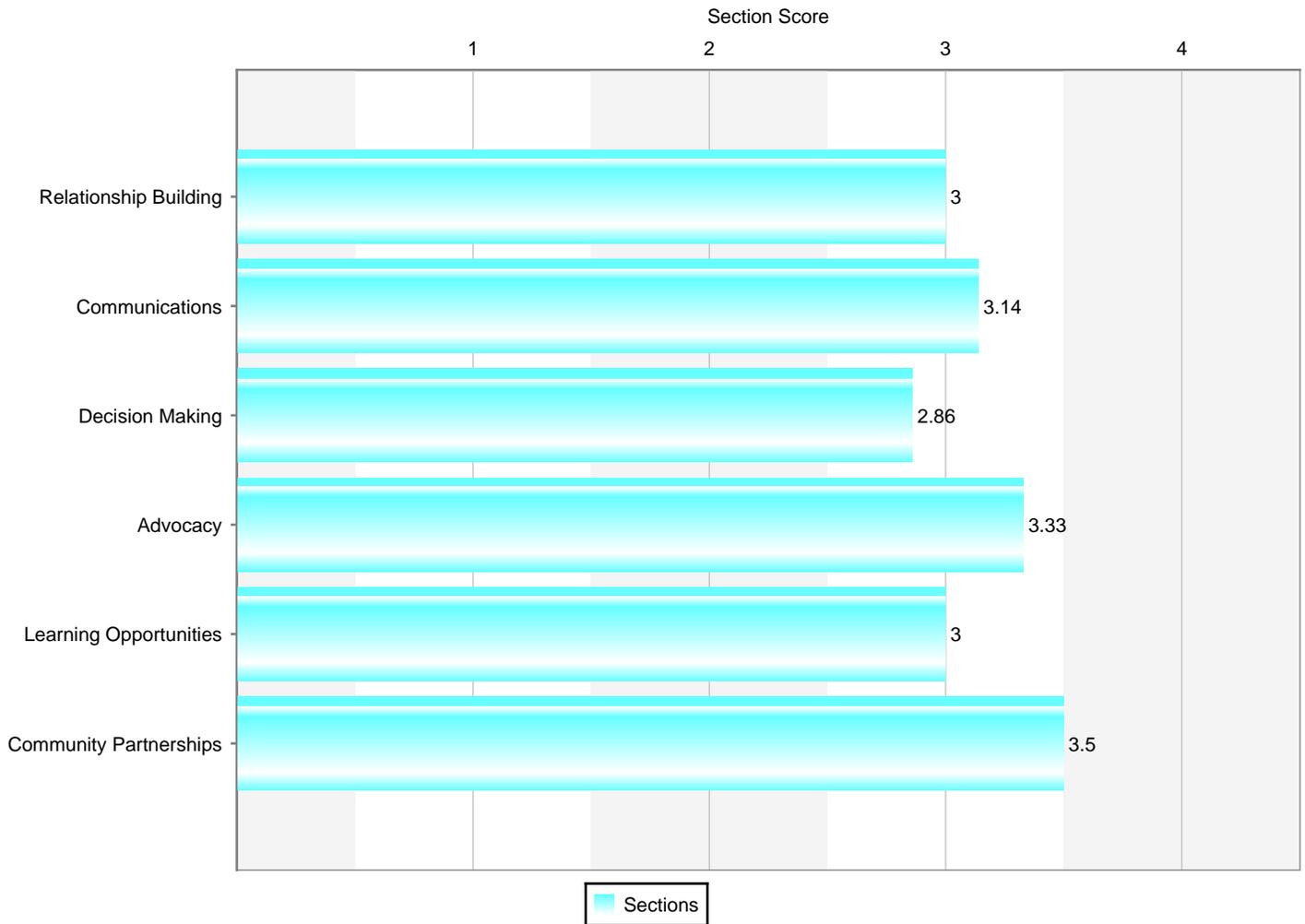
Reflect upon your responses to each of the Missing Piece objectives.

Community partnerships are an area of strength and specifically our 21st Century Program which offers many opportunities to enhance student learning and community and family partnerships. Many components of our other strengths also flow through this program. Another area we exhibit strengths in is communication. Our school Facebook page reaches 610 followers which is a great number in a school with an enrollment of 291. Kindergarten has recently added their own page and currently have 55 followers. This communication facilitates easy two-way communication. In addition, we have the school website which is linked to the district website page. We use the one-call system to regularly communicate with families. Many individual classrooms use a text system which we would like to employ for school-wide announcements as well.

Another strength is our newly adopted Watchdog program which brings fathers, grandfather, and other male role models into the school as volunteers on a regular basis. Some areas for improvement include the development of a classroom observation policy.

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.

Boston School has standing committees that have advertised open monthly meetings. The school improvement plan and program review improvement process is part of the SBDM Curriculum, Instruction, and Assessment committee. Even though this committee is charged with school improvement plans, the entire faculty and SBDM committee members are involved in this process through faculty meetings, professional learning communities, and site based decision making meetings. This committee is provided a written charge from the SBDM council with timelines, and tasks for completion. In addition, the school has a 21st Century Advisory council comprised of staff, parents, and community members who work to ensure that our improvement plan is supported and enhanced through the after-school program.

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

Even though all stakeholders have the option to attend open meetings to contribute to the school improvement plan process, the school improvement plan is developed through professional learning community meetings, school leadership committee meetings, committee meetings, and faculty meetings to ensure that all stakeholders have read over the drafted plan and have opportunity to add and/or revise the drafted plan. This ensures that one idea that was developed by one body is understood by others and may spark another idea or strategy for improvement. The improvement plan strategies are always presented to the whole faculty for review before the final plan is taken to the SBDM council for approval.

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 improvement plan is communicated to the faculty through a faculty meeting. The plan is sent to all members beforehand so that teachers have time to read through the entire plan beforehand. In addition the final plan is placed on the school webpage for all stakeholders to review. The SBDM committee along with the Curriculum, Instruction, and Assessment Committee and principal are responsible for monitoring the progress on the school improvement plan. Updates are presented at SBDM council meetings and at least quarterly and board updates occur monthly.

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	SBDM committees were utilized to determine needs based on a review of all academic data including K-Prep, MAP, and common assessment data. The leadership committee led the comprehensive needs assessment.	

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	A school-wide schedule was developed and adopted through SBDM to maximize available resources throughout the school day. Intervention period included in the school schedule for both math and reading K-8, and research-based instructional strategies are used in addition to the core academic program. In addition, students have access to intervention programs including Lexia, Reading Plus, Apex, Compass and Moby Max.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	A transition plan has been adopted by the SBDM council. It includes classroom teachers working with their next year's students in transition activities during the summer. Kindergarten students will be tested and acclimated to their classrooms, as well as having home visits. A Jump Start program is scheduled for late summer prior to students entering Kindergarten.	

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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	The school schedule was developed to incorporate intervention periods for reading and math within the school day for grades K-8 using research-based intervention strategies. Students are grouped based on need with those experiencing the greatest difficulty receiving an increased amount of support through targeted interventions in small groups or one-on one. Primary students who score in the lowest 20% in reading are targeted for reading interventions using Early Intervention in Reading (Barbara Taylor).	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	We work with Human Resources to ensure that all of our teachers are highly qualified. In addition, we work to recruit and retain highly qualified teachers through our hiring process and hiring committees.	

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	Instruction is planned through the PLC planning teams and implemented by highly qualified teachers and trained paraprofessionals. All teachers are certified in the fields in which they are teaching. All paraeducators at Boston School meet the educational requirements. Tests are administered through the Adult Education Center to ensure competency. All paraeducators must pass this test prior to employment.	

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes	Title I funds provide two trained instructional assistants and a retired teacher for 4 hours for small group interventions as well as 3 certified positions for one hour per day to provide interventions in reading and math.	

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Boston 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	Title I holds informational and Family Literacy activities for parents of Boston School students. Title I representatives discuss our program at Open House, Title I parent meetings, and through school newsletters and program handouts. Parents are also surveyed to determine how we can better serve their students. Every parent receives a Parent Learning Compact each school year, and is invited to help develop and refine our Parent Involvement Policy. In addition, parents are invited to participate in parent universities offered multiple times throughout the year in the evenings.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	No	Non applicable	

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	The Curriculum, Instruction and Assessment SBDM committee reviews and revises the comprehensive plan annually and completes regular impact checks. These are reported to all stakeholders and the SBDM.	

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.	No	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	No	Not-applicable	

KDE Comprehensive School Improvement Plan

Boston School

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	No	Not-applicable	

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	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	Federal funds including Title I and IDEA funds are available to the school. State funding including RTA grant funds, FRYSC, preschool, and section 6 (SEEK funds) are distributed for school use as well. Locally funds from grants and school fundraising provide Boston School with opportunities for programs, activities, and resources. Programs All funds are budgeted after careful analysis of all available data and needs assessments.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	No	Not-applicable	

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	Not-applicable	

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	Not-applicable	

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Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	No	Not-applicable	

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	Not-applicable	

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	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	No	Not-applicable	

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes	The Curriculum Instruction and Assessment SBDM committee worked to develop, edit and revise the comprehensive plan with input from all stakeholders. The plan is reviewed by all staff and the SBDM. Each of these groups also review student achievement results throughout the school year.	

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)	Yes	http://bos.nelson.kyschools.us/	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified	Yes	The school notifies parents when their children are taught 4 or more consecutive weeks by teachers who are not highly qualified. In this instance, a written notice would be sent to all students' families in the affected class.	

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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	The professional development plan was determined through the needs assessment process and evaluation of all data during by certified and classified staff and parent representatives, thus all stakeholders were involved in the process. The professional development for instructional assistants is based on our school-wide plan for improvement which is the focus of our Consolidated Plan.	

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes	All staff listed in the program are highly qualified and paraprofessionals are trained to implement all designated programs. The media specialist is also a certified classroom teacher and employed as a math interventionist as part of the school-wide title one program.	

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	The school schedule is designed to utilize all para-educators in direct instruction of small groups under the direct supervision of highly qualified classroom teachers.	

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	No	Not-applicable	

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	The school schedule is designed to ensure all paraeducators are working directly with groups of students throughout the day. Any non-instructional duties are assigned on a limited basis only.	

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	Not-applicable.	

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

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

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:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Goal 2:

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

Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/29/2015 as measured by CIITS PGES implementation.

Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Category:

Research Cited: Charlotte Danielson, Framework for Teaching

Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching, writing and monitoring student growth goals.	Professional Learning	07/21/2014	05/29/2015	\$0 - No Funding Required	School Principal and Administrative staff

Narrative:

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

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Category: Learning Systems

Research Cited: KSI

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500 - Other	All Boston School staff members

Strategy2:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, instructional coach

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given in grades 3-5 and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, and classroom assessments will be utilized.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	District, teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

Strategy3:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0 - Other	Principal, SBDM council, instructional coach, teachers

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Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Strategy4:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000 - Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Narrative:

All children were screened for kindergarten readiness.

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000 - Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Narrative:

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000 - Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Strategy2:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Strategy3:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

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Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

Narrative:

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

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0 - Other	Principal, SBDM council, instructional coach, teachers

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Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Strategy2:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000 - Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Strategy3:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data

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monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500 - Other	All Boston School staff members

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Strategy4:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

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Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, instructional coach

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given in grades 3-5 and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, and classroom assessments will be utilized.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	District, teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Narrative:

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the average elementary combined reading and math proficiencies for gap students from 53.2 in 2014 to 71.2 in 2017 and middle school combined reading and math proficiencies from 48.0 in 2014 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 53.2 in 2014 to 59.6 in 2015 and the combined middle school reading and math scores from 48.0 in 2014 to 53.2 in 2015 by 05/29/2015 as measured by state KPREP assessment.

KDE Comprehensive School Improvement Plan

Boston School

Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Category: Continuous Improvement

Research Cited: Jensen, Marzano

Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$41000 - Grant Funds \$80 - School Council Funds \$5000 - Grant Funds \$41000 - Grant Funds	principal, 21st century director, title I, teachers

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff

Activity - Mentoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Determine the assignment of staff to best serve the identified students needs.	Other	08/07/2013	05/30/2014	\$0 - No Funding Required	teachers, principal, instructional coach, guidance counselor

Activity - Integration of resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/06/2014	07/31/2015	\$0 - No Funding Required	principal, SBDM council, district

Narrative:

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

KDE Comprehensive School Improvement Plan

Boston School

Goal 1:

All students at Boston School will complete proficient writing samples in all three types of writing: Narrative, Argumentative, and Informational

Measurable Objective 1:

90% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in publishing Narrative, Argumentative, and Informational writing samples. in English Language Arts by 05/29/2015 as measured by proficient samples in writing folder.

Strategy1:

Writing to Proficiency - Teachers will complete embedded professional development in the three writing forms. Collegial partners within grade bands will work through PLC's with one another and the instructional coach to examine criteria for success and student samples to determine appropriate plans of action to move each and every student to proficiency.

Category:

Research Cited:

Activity - Lucy Calkins Units of Study Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained through PLC and webinar work to implement a writing program based on Lucy Calkins's work and using the resources from her Units of Study Program. Teachers will work to develop and incorporate instructional strategies and curriculum into the existing ELA framework and pacing currently established.	Professional Learning	11/10/2014	05/29/2015	\$2500 - Title I Schoolwide	Principal, Instructional Coach, teachers

Activity - Teacher Training on Writing forms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development through professional learning communities	Academic Support Program	08/07/2013	05/30/2014	\$0 - Other	Principal, Instructional Coach, and grade level teachers

Measurable Objective 2:

100% of Sixth, Seventh and Eighth grade students will complete a portfolio or performance of activities using College Board Springboard writing activities in English Language Arts by 05/30/2014 as measured by lesson plans and informal/formal walk-throughs and teacher observations..

Strategy1:

College Board Springboard - Teacher will complete professional development from College Board Springboard on how to implement activities into classroom instruction.

Category:

Research Cited:

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Boston School

Activity - College Board Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development from College Board Springboard program	Professional Learning	06/13/2012	06/15/2012	\$4500 - District Funding	Principal and ELA middle school teacher

Goal 2:

All elementary students will be provided instruction on the 14 career clusters.

Measurable Objective 1:

80% of Fifth grade students will demonstrate a proficiency of the 14 career clusters in Practical Living by 05/29/2015 as measured by 5th grade scoring rubrics..

Strategy1:

College and Career Readiness Activity - All students by the end of their 5th grade year, will have completed activities as documented in teacher lesson plans on the 14 career clusters.

Category: Career Readiness Pathways

Research Cited:

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction on the 14 career clusters embedded through guidance class time for 5th grade students.	Career Preparation/ Orientation	08/07/2013	05/30/2014	\$100 - General Fund	Guidance Counselor

Goal 3:

All elementary students will have instruction in all four arts areas.

Measurable Objective 1:

complete a portfolio or performance event in all four art disciplines each year of elementary school by 05/30/2014 as measured by Lesson plans and school schedule.

Strategy1:

Master Schedule - The master schedule will be planned in collaboration with teachers to ensure allotted time for instruction in all four art disciplines.

Category:

Research Cited:

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master Schedule planning	Policy and Process	08/06/2012	05/31/2013	\$0 - No Funding Required	Principal and SBDM council

Goal 4:

All middle school students will have an opportunity to explore one arts area in more detail to develop a specialized skill.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in specialized content for one arts area. in Art & Humanities by 05/30/2014 as measured by course attendance.

Strategy1:

Surveying students - A survey will be given to all upcoming 6th, 7th, and 8th graders to determine arts area that students would be interested in pursuing.

Category:

Research Cited:

Activity - Surveying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey all upcoming 6th, 7th, and 8th grade students to tabulate arts area that they would like to receive specialized instruction in.	Policy and Process	01/06/2014	05/30/2014	\$0 - No Funding Required	Principal

Narrative:

Compliance and Accountability - Middle 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:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000 - Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

KDE Comprehensive School Improvement Plan

Boston School

Strategy2:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500 - Other	All Boston School staff members

Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Obtain the Math Achievement Fund grant (MAF) to provide and implement math interventions for targeted at-risk students through intervention periods and through small group instruction with a math interventionist. Students scoring in the lowest stanines will be served in small intervention groups by a highly trained math specialist.	Academic Support Program	01/05/2015	05/29/2015	\$41000 - Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

Strategy3:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

KDE Comprehensive School Improvement Plan

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Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Strategy4:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

KDE Comprehensive School Improvement Plan

Boston School

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, instructional coach

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given in grades 3-5 and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, and classroom assessments will be utilized.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	District, teachers, principal, instructional coach

Goal 2:
 Increase the average elementary combined reading and math proficiencies for gap students from 53.2 in 2014 to 71.2 in 2017 and middle school combined reading and math proficiencies from 48.0 in 2014 to 66.6 in 2017.

Measurable Objective 1:
 demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 53.2 in 2014 to 59.6 in 2015 and the combined middle school reading and math scores from 48.0 in 2014 to 53.2 in 2015 by 05/29/2015 as measured by state KPREP assessment.

Strategy1:
 Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Category: Continuous Improvement

KDE Comprehensive School Improvement Plan

Boston School

Research Cited: Jensen, Marzano

Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$5000 - Grant Funds \$41000 - Grant Funds \$80 - School Council Funds \$41000 - Grant Funds	principal, 21st century director, title I, teachers

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participate in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students.	Direct Instruction	06/09/2014	05/29/2015	\$0 - No Funding Required	teachers, special education staff, principal, instructional coach, district staff

Narrative:

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

Goal 1:

All students at Boston School will complete proficient writing samples in all three types of writing: Narrative, Argumentative, and Informational

Measurable Objective 1:

90% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in publishing Narrative, Argumentative, and Informational writing samples. in English Language Arts by 05/29/2015 as measured by proficient samples in writing folder.

Strategy1:

Writing to Proficiency - Teachers will complete embedded professional development in the three writing forms. Collegial partners within grade bands will work through PLC's with one another and the instructional coach to examine criteria for success and student samples to determine appropriate plans of action to move each and every student to proficiency.

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

Boston School

Activity - Lucy Calkins Units of Study Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained through PLC and webinar work to implement a writing program based on Lucy Calkins's work and using the resources from her Units of Study Program. Teachers will work to develop and incorporate instructional strategies and curriculum into the existing ELA framework and pacing currently established.	Professional Learning	11/10/2014	05/29/2015	\$2500 - Title I Schoolwide	Principal, Instructional Coach, teachers

Goal 2:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Obtain the Math Achievement Fund grant (MAF) to provide and implement math interventions for targeted at-risk students through intervention periods and through small group instruction with a math interventionist. Students scoring in the lowest stanines will be served in small intervention groups by a highly trained math specialist.	Academic Support Program	01/05/2015	05/29/2015	\$41000 - Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

KDE Comprehensive School Improvement Plan

Boston School

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500 - Other	All Boston School staff members

Strategy2:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources.	Professional Learning	08/06/2014	05/29/2015	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, Compass, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Policy and Process	08/06/2014	05/29/2015	\$5000 - Grant Funds	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Strategy3:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

KDE Comprehensive School Improvement Plan

Boston School

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators, PGES team

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. Common assessments will be given in grades 3-5 and the data will be analyzed by grade level teams to determine the effectiveness of instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, and classroom assessments will be utilized.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	District, teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Teachers, principal, instructional coach

Strategy4:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

KDE Comprehensive School Improvement Plan

Boston School

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDC's and FAL's, to provide teachers with a bank of instructional resources.	Academic Support Program	08/06/2014	05/29/2015	\$0 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Narrative:

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing guide implementation, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process

KDE Comprehensive School Improvement Plan

Boston School

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Strategy2:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data monthly or more frequently if needed with University of Louisville ABRI support. Work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, district and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Regular assemblies to celebrate positive behavior and the Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/06/2014	05/29/2015	\$1500 - Other	All Boston School staff members

Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Obtain the Math Achievement Fund grant (MAF) to provide and implement math interventions for targeted at-risk students through intervention periods and through small group instruction with a math interventionist. Students scoring in the lowest stanines will be served in small intervention groups by a highly trained math specialist.	Academic Support Program	01/05/2015	05/29/2015	\$41000 - Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

Activity - ABRI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ABRI team will collect data and set academic and behavioral benchmarks, review school intervention resources that are available, develop plans for tier 2 and tier 3 intervention services, monitor progress of interventions and make decisions about tier movements, and analyze intervention approaches and protocols to determine overall effectiveness and make necessary adjustments to RTI/KSI processes based upon data review	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	ABRI committee members, district support, special education teachers, classroom core teachers, principal, guidance counselor, intervention staff, instructional coach

Strategy3:

Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality

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work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucky Calkins writing program K-8.	Other	08/06/2014	05/29/2015	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

Goal 2:

Increase the average elementary combined reading and math proficiencies for gap students from 53.2 in 2014 to 71.2 in 2017 and middle school combined reading and math proficiencies from 48.0 in 2014 to 66.6 in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 53.2 in 2014 to 59.6 in 2015 and the combined middle school reading and math scores from 48.0 in 2014 to 53.2 in 2015 by 05/29/2015 as measured by state KPREP assessment.

Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their need.

Category: Continuous Improvement

Research Cited: Jensen, Marzano

Activity - Integration of resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, and other school funding) to develop appropriate intervention services for students.	Policy and Process	08/06/2014	07/31/2015	\$0 - No Funding Required	principal, SBDM council, district

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Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will develop targeted student intervention services including technology resources such as Compass, Lexia, Reading Plus, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring	08/06/2014	05/29/2015	\$41000 - Grant Funds \$5000 - Grant Funds \$41000 - Grant Funds \$80 - School Council Funds	principal, 21st century director, title I, teachers

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participate in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students.	Direct Instruction	06/09/2014	05/29/2015	\$0 - No Funding Required	teachers, special education staff, principal, instructional coach, district staff

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff

Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies, co-teaching strategies, and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	08/06/2014	05/29/2015	\$0 - No Funding Required	Principal, Special Education Staff, Counselor, Instructional Coach, District Staff

Narrative:

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

Goal 1:

All students at Boston School will complete proficient writing samples in all three types of writing: Narrative, Argumentative, and Informational

Measurable Objective 1:

90% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in publishing Narrative, Argumentative, and Informational writing samples. in English Language Arts by 05/29/2015 as measured by proficient samples in writing folder.

Strategy1:

Writing to Proficiency - Teachers will complete embedded professional development in the three writing forms. Collegial partners within grade bands will work through PLC's with one another and the instructional coach to examine criteria for success and student samples to determine appropriate plans of action to move each and every student to proficiency.

Category:

Research Cited:

Activity - Lucy Calkins Units of Study Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained through PLC and webinar work to implement a writing program based on Lucy Calkins's work and using the resources from her Units of Study Program. Teachers will work to devleop and incorporate instructional strategies and curriculum into the existing ELA framework and pacing currently established.	Professional Learning	11/10/2014	05/29/2015	\$2500 - Title I Schoolwide	Principal, Instructional Coach, teachers

Activity - Teacher Training on Writing forms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development through professional learning communities	Academic Support Program	08/07/2013	05/30/2014	\$0 - Other	Principal, Instructional Coach, and grade level teachers

Measurable Objective 2:

100% of Sixth, Seventh and Eighth grade students will complete a portfolio or performance of activities using College Board Springboard writing activities in English Language Arts by 05/30/2014 as measured by lesson plans and informal/formal walk-throughs and teacher observations..

Strategy1:

College Board Springboard - Teacher will complete professional development from College Board Springboard on how to implement activities into classroom instruction.

Category:

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Research Cited:

Activity - College Board Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development from College Board Springboard program	Professional Learning	06/13/2012	06/15/2012	\$4500 - District Funding	Principal and ELA middle school teacher

Goal 2:

All elementary students will be provided instruction on the 14 career clusters.

Measurable Objective 1:

80% of Fifth grade students will demonstrate a proficiency of the 14 career clusters in Practical Living by 05/29/2015 as measured by 5th grade scoring rubrics..

Strategy1:

College and Career Readiness Activity - All students by the end of their 5th grade year, will have completed activities as documented in teacher lesson plans on the 14 career clusters.

Category: Career Readiness Pathways

Research Cited:

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction on the 14 career clusters embedded through guidance class time for 5th grade students.	Career Preparation/Orientation	08/07/2013	05/30/2014	\$100 - General Fund	Guidance Counselor

Goal 3:

Increase the averaged elementary combined reading and math proficiency ratings from 61.0% in 2014 to 76.5% in 2017 and middle school averaged combined reading and math proficiencies from 60.4% in 2014 to 73% in 2017.

Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 61% to 67% and middle school combined reading and math scores from 60.4% to 62.1% by 05/29/2015 as measured by 2015 KPREP assessment.

Strategy1:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, ELA state network

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Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/06/2014	05/29/2015	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Goal 4:

College and Career Readiness

Measurable Objective 1:

demonstrate a proficiency increase in the number of students that are college and career ready by 05/29/2015 as measured by 8th grade EXPLORE exam.

Strategy1:

College and Career Ready - Develop, promote, and implement Operation Preparation for 8th grade students. Provide professional development through the counseling cadre and district meetings. School leadership professional learning community will meet regularly to discuss strategies and activities that will focus on College and Career readiness. KEES van will visit Boston for students to receive training on KEES scholarship money and log into accounts with KEES representative.

Category: Career Readiness Pathways

Research Cited:

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Operation preparation activities will be planned during the month of December to relate toward career awareness. During the month of December community members will come to the designated location and meet with students as indicated by the student ILP completion.	Career Preparation/ Orientation	12/01/2014	05/29/2015	\$200 - Other	FRYSC, Guidance counselor, district staff,

Activity - College and Career Readiness Workshop	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Host parent-student college and career readiness workshop for grades 3-8.	Parent Involvement	08/06/2014	05/29/2015	\$0 - No Funding Required	Leadership team, FRYSC

Activity - Guidance class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement college and career sessions with 8th grade students. The counselor will work with middle school teachers to implement an in-school job program for 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Academic Support Program	08/06/2014	05/29/2015	\$0 - No Funding Required	guidance counselor, district staff, teachers

Goal 5:

All middle school students will have an opportunity to explore one arts area in more detail to develop a specialized skill.

Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in specialized content for one arts area. in Art & Humanities by 05/30/2014 as measured by course attendance.

Strategy1:

Surveying students - A survey will be given to all upcoming 6th, 7th, and 8th graders to determine arts area that students would be interested in pursuing.

Category:

Research Cited:

Activity - Surveying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey all upcoming 6th, 7th, and 8th grade students to tabulate arts area that they would like to receive specialized instruction in.	Policy and Process	01/06/2014	05/30/2014	\$0 - No Funding Required	Principal

Narrative:

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	October 29, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	October 29, 2013	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes		

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes		

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	October 17, 2014	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes		

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes		