



KDE Closing the Achievement Gap

Metcalfe County Elementary School

Metcalfe County

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Introduction

Pursuant to KRS 158.649 reporting requirements for achievement gap shall be October 1 of each year. The principal shall convene a public meeting to present and discuss the plan for closing the achievement gap prior to the submission to the superintendent and local board for review. The local board of education shall review, in a public meeting, the portion of each school's Comprehensive School Improvement Plan (CSIP) addressing the activities and schedule to reduce achievement gaps if a district has more than 20 schools. This can be a consolidated district report in accordance to KRS 160.340 (3)(b).

Achievement gap means a substantive performance difference in each of the tested areas by grade level of the state testing system between the various groups of students including male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced-price meals and those who are not eligible for free or reduced-price meals.

Addressing achievement gap in schools and districts is a communicative and collaborative effort between district and school leaders, teachers, parents, community members and leaders, students and the Kentucky Department of Education. The use of data from various resources available to schools and districts allows districts and schools to review, monitor and track student performance in each of the achievement gap areas. Not only shall the focus be on the performance of students, but the contributing factors of ensuring that teachers are provided with the professional learning resources and opportunities that foster student success. District and school leaders are aware of working conditions to ensure climate and culture are a positive contribution to fostering student and teacher success.

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Achievement Gap Groups Identification

Statement or Question: Use the School Report Card to identify your school's gaps groups. Select all that apply.

Response:

- African American
- With Disability
- Free/Reduced Price Meals
- Male
- Female

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Achievement Gap Summary

Describe the school's climate and culture.

Metcalfe County Elementary School is in its fourth school year of the implementation of the Leader In Me Process. Teachers continue to find creative ways to put students in leadership roles. Students take on several different roles as leaders through the Leader In Me process such as: Morning Announcer, Afternoon Announcer, Photographer, Guest Services Leader, Student Lighthouse Team, etc. MCES also has several clubs such as Junior BETA Club, Kentucky Junior Historical Society (KJHS), Academic Team, Choir, Drama Club, STLP, and other such clubs that provide our students with opportunities to take part in leadership roles, to become part of a team, and to become better acquainted with community partners.

Through the TELL survey, teachers have indicated a desire to have professional development geared specifically toward differentiation of instruction. In August 2015, we provided a district-wide PD on using literacy and vocabulary strategies; furthermore, we provided PD on CANVAS LMS through the summer to establish an innovative way to meet the needs of our students. Over the summer of 2016, teachers received professional development in the areas of effective teaching strategies in reading and math, personalized learning, CANVAS, curriculum mapping throughout our district, and how to read, interpret, and analyze MAP data. Teachers have also indicated that they would prefer a smaller amount of routine paperwork teachers are required to do. Teachers indicate that they have time to meet with their colleagues as needed, and that they have adequate space in which to work productively.

Teacher turnover at our school following the 2014-2015 school year increased from the previous year, because the Metcalfe County Board of Education had to make amendments to the 2015-2016 budget. We unfortunately had to cut six positions at Metcalfe County Elementary School going into the 2015-2016 school year. During the 2016-2017 school year, MCES was fortunate to sustain our current teacher numbers and actually added a special education position this school year.

Describe the strategies that were implemented that helped to close the achievement gap.

Metcalfe County Elementary School uses MAP assessments to progress monitor students three times per year in the fall, winter, and spring. MAP assessments were used to check students progress for grades K - 5th Grade. Based on MAP results, our entire school is grouped in reading and math according to the MAP RIT BANDS. MCES teachers are personalizing learning using the MAP RIT BAND standards along with the appropriate Common Core to meet the specific needs of all of our students in our school. RTI groups will be established to assist students in reaching reading and math proficiency during their scheduled RTI block.

Metcalfe County Elementary teachers create formative and summative assessments that are K-PREP like assessments. MCES also uses reading programs such as Read 180, System 44, Reading Street/SRA, Reading Recovery, some STAR reading, and AIMS Web to help monitor student growth. MCES uses math programs such as Accelerated Math, Study Island, Moby Max, some STAR math, and research based math strategies to analyze and monitor student growth. Progress monitoring provided by highly qualified teachers and para-educators will occur in our school to meet the needs of all students in order to provide early intervention strategies.

MCES administration will also meet bi-weekly in PLC meetings with teachers to discuss lesson plans, assessments, data, progress monitoring, etc.

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MCES follows the district Writing plan, incorporates Practical Living/Career Studies and Arts/Humanities into our instruction in our Related Arts classes to address specific individual student learning needs to meet Program Review requirements.

As a school, we strive to improve students' achievement levels in reading and math. Our goal is to have students reading fluently and performing math skills fluently at their highest individual level. We want each student to have the opportunity to become confident, independent, and successful leaders.

Exceptional Education Teachers progress monitor students with disabilities a minimum of twice a month. Reports will be shared with parents during the school year. Instruction will be modified to address the special learning needs of students with disabilities.

Describe the barriers that prevented the school from closing the achievement gap.

One barrier would be our high percentage of students who receive free and reduced lunch. This demographic has consistently scored below that of those students who pay full price for school meals. Our female and male gaps continue to show gaps, most commonly in the areas of math, reading, and language. In addition, our students who receive accommodations continue to score well below those students who do not receive accommodations. Our focus this school year is to try to prioritize our teaching in reading and math to make our teaching and learning more personalized and leveled.

Provide specific examples from the CSIP as to how the district and school collaborated to ensure that the achievement gap was addressed.

The district and school worked together to ensure that highly qualified teachers and para-educators were working with all students to address achievement gaps. The district has provided high quality professional development for principals, teachers, and para-educators at the school level that included revising Curriculum Maps, MAP Professional Development, reading and math professional development, Novice Reductioin meeting, etc. The district has worked to put into place strategies that will attract highly qualified teachers to our school. We continue to work collaboratively to look for ways to better involve parents, community and other stakeholders in the development of our school.

Describe the process to involve teachers, leaders, and other stakeholders to review the CSIP and its progress to close the achievement gap.

Our Board of Education provided our school with a room and equipment to work on our current CSIP. Both administration and teachers from the school level met and worked at our central office over the course of one school day. Substitute teachers were brought in to cover for those teachers who were working on the CSIP. In addition to working at the central office, teachers worked at the school level over the course of a couple of days to continue and eventually finalize the work that went into our most recent CSIP document. Stakeholders, including parents, were afforded the opportunity to work alongside school staff as well.

Achievement Gap Diagnostic

Describe how data are used to inform your school's improvement plan to address the achievement gap.

Goal 1:

Increase the average of combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45% to 55% by May 2017.

Measurable Objective 1:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency score in Mathematics by 05/31/2017 as measured by K-Prep.

Strategy1:

Progress Monitoring - Student Progress monitoring - Map assessment will be administered three times a year to check student progress. Based on MAP results, students will be grouped by MAP RIT BANDS and teachers will focus on meeting the individual needs of students and personalizing learning in reading and math. RTI blocks have been built into our schedule to assist students in trying to reach proficiency. Formative and summative assessments, Accelerated Math, Study Island, Moby Math, Math In Focus, and research based math strategies will be analyzed to monitor student growth. Progress monitoring provided by highly qualified teachers and paraeducators will occur in all schools for all students in order to provide early intervention.

Category: Continuous Improvement

Research Cited: Research Cited: MAP, Accelerated Math, Study Island, Moby Math, Research Based Math Strategies, and RTI research.

Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will improve math achievement by working with the following math intervention programs: Accelerated Math, Study Island, Moby Math, Research Based Math Strategies, and classroom level interventions. Students will be grouped in math according to their MAP RIT BAND and receive daily instruction at their level of need. Our teachers will provide and make appropriate accommodations for our students using MAP RIT BANDS to meet students' individual needs.	Academic Support Program	08/25/2016	05/31/2017	\$10000 - Other	Principal, District Supervisors of Instruction and Guidance Counselors.

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress of each student will be monitored frequently for early identification of students not mastering the math standards. Interventions will be provided to students needing additional help. Our schedule has RTI blocks built in to try to accommodate the needs of our TIER II and TIER III students.	Academic Support Program	08/25/2016	05/31/2017	\$6000 - FRYSC	Principals, Supervisors of Instruction, Teachers, and Guidance Counselors

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be administered in the fall, winter and spring for students in Kindergarten through 5th Grade.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - District Funding	Kim Coleman, Allyson Davis, Michael Gill, Mielle Distefano, Paula Van Meter, Benny Stephens, Jamie Howard, Teachers

Measurable Objective 2:

A 15% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency score in Reading by 05/31/2017 as measured by K-PREP.

Strategy1:

Progress Monitoring Reading - Progress Monitoring of Students - Map assessment will be administered three times a year to check student progress. Based on MAP results, teachers will break down MAP data and MAP RIT BAND data to provide personalized learning for all of our students. RTI groups will be established to assist students in reaching proficiency. Formative and summative assessments, Read 180, System 44, Reading Street, Reading Recovery, and AimsWeb will also be analyzed to monitor student growth. Progress monitoring provided by highly qualified teachers and paraeducators will occur in all schools for all at-risk students in order to provide early intervention.

Category: Continuous Improvement

Research Cited: MAP, Read 180, System 44, Reading Street, SRA, Aims Web, RTI research, etc.

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be administered in the Fall, Winter and Spring to all students in Kindergarten to 5th Grade.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - District Funding	Benny Stephens Jamie Howard Michael Gill Kim Coleman Allyson Davis Mielle Distefano Paula Van Meter Teachers

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Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress of each student will be monitored frequently for early identification of students not mastering the reading standards. Interventions will be provided to students needing additional help. All of our teachers have an RTI block built into the schedule to accommodate the needs of TIER I, TIER II, and TIER III students. Students who do not need the TIER II and TIER III interventions will attend enrichment classes.	Academic Support Program	08/25/2016	05/31/2017	\$0 - No Funding Required	Principals, Supervisors of Instruction and Guidance Counselors Teachers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will improve reading achievement by participation in reading intervention programs; READ 180, Systems 44, SRA, Reading Street, AIMSweb, Reading Recovery, etc.	Academic Support Program	08/25/2016	05/31/2017	\$10000 - Other	Principal, District Supervisors of Instruction and Guidance Counselors Teachers

Goal 2:

Increase the average combined reading and math K-PREP scores for MCES from 50 % to 60% in 2017.

Measurable Objective 1:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the overall math for MCES from 48.1 % to 55.9 % in Mathematics by 05/31/2017 as measured by K-PREP Scores.

Strategy1:

Leadership Team - PLC Meeting - RTI - Establish a Leadership Team consisting of Principal, school guidance counselors, instructional coach, assistant principals, School Psychologist, and teachers that looks at academic data for the school. This team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual or small group RTI plan for addressing the needs of these students.

The Leadership Team monitors student progress in interventions and makes decisions about moves in and among tiers. Reviews and analyzes intervention approaches, uses MAP, KPREP and Aimsweb data and protocols to determine overall effectiveness. Necessary adjustments to RTI groups and instruction will be made based on data, if needed.

Category: Continuous Improvement

Research Cited: MAP (Measured of Academic Progress) data, AIMSweb data, etc.

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team and teachers will meet bi-weekly to review student data. data from MAP, AIMSweb, formative and summative assessment, etc.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - Title I Part A	Principal, Leadership Team, Teachers School Psychologist

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Strategy2:

GAP - GAP Group - Math KPREP scores will improve for the Unduplicated Gap Group, which includes Students with Disabilities (SWD).

Category: Continuous Improvement

Research Cited: K-PREP scores and Best Practices Research

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet bi-weekly to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 52% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - Title I Part A	Principal, Certified Staff, Exceptional Education Director School Psychologist

Measurable Objective 2:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase the overall reading for MCES from 45 % to 55 % in Reading by 05/31/2017 as measured by K-PREP Scores in grades 3 through 5.

Strategy1:

GAP Scores - GAP Group - Math KPREP scores will improve for the Unduplicated Gap Group, which includes Students with Disabilities (SWD).

Category: Continuous Improvement

Research Cited: K-PREP scores and Best Practice Research

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet bi-weekly to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 50% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - Title I Part A	Principal, Certified Staff, Exceptional Education Director

Strategy2:

Reading Interventions - RTI - Establish a School Intervention Team consisting of Principal, school guidance counselors, instructional coach, School Psychologist, assistant principal, and teachers that looks at academic data for the school. This team will meet bi-weekly to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. School Intervention team monitors student progress in interventions and makes decisions about moves in and among tiers. SIT reviews and analyzes intervention approaches, uses MAP, KPREP and Aimsweb data and protocols to determine overall effectiveness. Necessary adjustments to RTI groups and instruction will be made based on data, if needed.

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Category: Continuous Improvement

Research Cited: MAP (Measure of Academic Progress) data, AIMSweb data, Teacher Assessments, etc.

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership team will meet bi-weekly with teachers and staff to review student data from MAP, AIMSweb, formative and summative assessment, etc.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - Title I Part A	Principal, Leadership Team, School Psychologist, Teachers, Guidance Counselors

Measurable Objective 3:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase the overall reading for MCES from 50 % to 60 % in Reading by 05/31/2017 as measured by K-PREP Scores in grades 3 - 5..

Strategy1:

Reading Kindergarten Readiness - Reading Kindergarten Readiness - Kindergarten Readiness screener will be given to incoming Kindergarten students at the beginning of each year. Teachers will analyze student data to create lesson plans for classroom instruction to meet the needs of the kindergarten students. Teachers will use the Brigance resources to target specific skills needed for kindergarten readiness levels in reading.

Category: Continuous Improvement

Research Cited: Brigance

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data and resources from Brigance to target individual student needs, resulting in an increase in student readiness for kindergarten literacy. Current data indicates 49% of kindergarten students are not ready for kindergarten level skills, with 11% being ready when provided enrichment and 40% ready for kindergarten level reading skills.	Direct Instruction	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal, guidance counselor and kindergarten teachers

Strategy2:

RTI - RTI - The Leadership Team consisting of Principal, school guidance counselors, assistant principals, along with school psychologist and teachers will analyze the academic data for the school. The team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. The Leadership Team monitors student progress in interventions and makes decisions about moves in and among tiers. The Leadership Team reviews and analyzes intervention approaches, uses MAP, STAR data, AimsWeb and protocols to determine overall effectiveness and make necessary adjustments to RTI processes and instruction based on data, if needed, including the increase of Exceptional Children combined reading and math proficient and distinguished from 25.0 to 28.0. The requirements of the Primary, Writing, Practical Living/Career Studies, and Arts/Humanities Program Review will also be utilized to address student learning needs.

Category: Continuous Improvement

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Research Cited: MAP (Measure of Academic Progress) data, STAR data, AimsWeb, etc

Activity - Regularly Scheduled PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Leadership Team will meet on a regular basis to discuss assessment data including but not limited to MAP data, STAR data - if available, and classroom assessments. The purpose of the meetings will be to analyze progress of students and make adjustments to intervention instruction as needed.	Academic Support Program	08/25/2016	05/31/2017	\$95000 - Title I Part A	The Leadership Team (Principal, Assistant Principals, Counselors, School Psychologist Grade level teachers)

Measurable Objective 4:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the overall math for MCES from 45 % to 55 % in Mathematics by 05/31/2017 as measured by K-PREP scores for grades 3 -5 .

Strategy1:

RTI 1 - RTI - Establish a Leadership Team consisting of Principal, school guidance counselors, assistant principal, School Psychologist, and teachers that looks at academic data for the school. The team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. School Intervention Team monitors student progress in interventions and makes decisions about moves in and among tiers. SIT reviews and analyzes intervention approaches, uses MAP and STAR data and protocols to determine overall effectiveness and make necessary adjustments to RTI processes and instruction based on data, if needed, including the increase of Exceptional Children combined reading and math proficient and distinguished from 25.0 to 28.0. The requirements of the Primary, Writing, Practical Living/Career Studies, and Arts/Humanities Program Review will also be utilized to address student learning needs.

Category: Continuous Improvement

Research Cited: MAP (Measure of Academic Progress) data, STAR data, etc.

Activity - Regularly Scheduled PLC meetings #2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet on a regular basis to discuss assessment data including but not limited to STAR data, MAP data and classroom assessments. The purpose of the meetings will be to analyze progress of students and make adjustments to intervention instruction as needed.	Academic Support Program	08/25/2016	05/31/2017	\$95000 - Title I Part A	Leadership Team (Principal, Assistant Principals, Counselors, School Psychologist, Grade level teachers)

Strategy2:

Math Kindergarten - Math Kindergarten Readiness - Kindergarten Readiness screener will be given to all incoming Kindergarten students at the beginning of the school year. Teachers will use this data to plan instruction that will target skills to increase students readiness in math at the kindergarten level.

Category: Continuous Improvement

Research Cited: Brigance

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Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once students have been screened using the Brigance Testing Resource, teachers will analyze the data, thus using this data to plan for instruction that best meets the students needs. The results will be an increase of student readiness in math at the Kindergarten level. The current data shows that 49% of kindergarteners are not ready for kindergarten, 10% are ready with enrichment and 41% is ready for kindergarten.	Direct Instruction	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor and Kindergarten teachers

Goal 3:
Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45% in 2016 to 55% in 2017.

Measurable Objective 1:
67% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the overall math for MCEs in Mathematics by 05/31/2017 as measured by K-PREP Scores.

Strategy1:
1 - GAP - Math KPREP scores will improve for the Unduplicated Gap Group, which includes Students with Disabilities (SWD).
Category: Continuous Improvement
Research Cited: KPREP scores

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet bi-weekly to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 45% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - District Funding	Principal, Certified Staff, District Exceptional Education Director, Teachers

Measurable Objective 2:
67% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the average reading rating for all studnets in the non-duplicated gap group in Reading by 05/31/2017 as measured by K-PREP Scores.

Strategy1:
GAP Scores - GAP - Math K-PREP scores will improve for the non-duplicated GAP Group , which includes Student with Disabilities (SWD).

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Category: Continuous Improvement

Research Cited: K-PREP Scores

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet at least each six weeks to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 50% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - District Funding	Principal, Certified Staff, District Exceptional Education Director, Teachers

Goal 4:

Improve Program Review Rating in Practical Living/Career Studies, Writing, Arts and Humanities at MCES

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase proficiency in Practical Living by 05/31/2017 as measured by Program Review Data.

Strategy1:

Practical Living/Career Studies - Practical Living/Career Studies - The professional development action plan is linked to the CSIP and supports grade level appropriate instruction.

Category: Continuous Improvement

Research Cited: Program Review Data

Activity - Practical Living/Career Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development which will support grade level appropriate instruction in Practical living/Career Studies and follow the new guidelines set forth for the 2016-2017 school year.	Professional Learning	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Certified Staff Leadership Team

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to improve proficiency in Art & Humanities by 05/31/2017 as measured by Program Review Data.

Strategy1:

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Arts and Humanities - Arts&Humanities - Program Review Data and lesson plans will support grade level appropriate instruction in Arts and Humanities

Category: Continuous Improvement

Research Cited: Program Review Data

Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be involved in following the 2016-2017 guidelines for our Program Review which will support grade level appropriate instruction in Arts and Humanities.	Professional Learning	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Certified Staff Leadership Team

Measurable Objective 3:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase proficiency in Writing by 05/31/2017 as measured by Program Review Data.

Strategy1:

Writing - Writing - Improve Proficiency in Writing

Category: Continuous Improvement

Research Cited: Program Review Data

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow guidelines set forth in the Metcalfe County Schools District created writing plan and support grade level appropriate instruction in writing.	Academic Support Program	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Certified Staff Leadership Team

Goal 5:

Maintain the percentage of effective teachers from 100% in 2016 to 100% in 2020.

Measurable Objective 1:

demonstrate a proficiency by maintaining the percentage of effective teachers from 100% in 2016 to 100% by 05/29/2020 as measured by Professional Growth and Effectiveness System.

Strategy1:

PGES Evaluation - Professional Growth and Effectiveness System - All certified staff will be trained in the Professional Growth and Effectiveness System beginning in the Fall of 2015. Mini-sessions after school and during school will be planned to roll-out the standards of the new system. During the 2016-2017 school year, MCES staff will continue to use the PGES system to help each teacher to grow professionally and become a more effective instructional leader.

Category: Teacher PGES

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Research Cited: PGES Evaluation System

Activity - PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, and practice observations. All staff should complete a self-reflection, a student growth goal, and enter into CIITS. Utilize the PGES Lync sessions for all teachers and KET peer observation module for teachers serving as peer observers. All administrators who evaluate certified staff should complete and pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers. Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on the Educator Development Suite.	Professional Learning	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principals Certified Staff

Goal 6:

Metcalfe County Elementary School will reduce the number of novice students scoring novice in reading and math from 45% in 2016 to 20% in 2020.

Measurable Objective 1:

A 20% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of all novice students in Reading by 05/31/2020 as measured by K-Prep Data.

Strategy1:

Teacher Retention - With the use of the PGES evaluation system, teachers will develop Professional Growth Plans, Student Growth Goals, participate in mini-observations, participate in full observations, participate in peer observations, etc. to become a more effective teacher in the classroom. Teachers will take on leadership roles in the school. Their Professional Growth Plans will be personalized to meet their individual needs based on their self-reflection.

Category: Teacher PGES

Research Cited: PGES

Activity - PGES Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGES Plan	Academic Support Program	08/25/2016	06/30/2017	\$0 - District Funding	Principal, Assistant Principals, Leadership Team, Teachers

Measurable Objective 2:

A 25% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom

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30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for all novice students to improve in Mathematics by 05/31/2020 as measured by K-Prep Data.

Strategy1:

Teacher Retention - With the use of the PGES evaluation system, teachers will develop Professional Growth Plans, Student Growth Goals, participate in mini-observations, participate in full observations, participate in peer observations, etc. to become a more effective teacher in the classroom. Teachers will take on leadership roles in the school. Their Professional Growth Plans will be personalized to meet their individual needs based on their self-reflection.

Category: Teacher PGES

Research Cited: PGES

Activity - PGES Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGES Plan	Academic Support Program	08/25/2016	06/30/2017	\$0 - District Funding	Principal, Assistant Principals, Leadership Team, Teachers

Describe how the plan will be monitored to ensure that the strategies/activities that address the achievement gap are fully implemented.

The Leadership Team will meet regularly to discuss if the plan for our school we have put into place is effective. Our school has been parallel-flexibly grouped in third and fourth grade this school year in reading and math. We see the essential need to put as much man/woman power in these two grade levels for the 2016-2017 school year in reading and math before they leave our school to move on to the middle school. We have reviewed data and the data shows that we have to put a major emphasis in these grade levels now. In first and second grade, our teachers have flexible groups at this point but they are not truly parallel-flexibly grouped. We wanted to use the same plan for first and second grade that we used with our third and fourth grade classes but ran out of man/woman power. We are going to try to bring in volunteers and use Americorps teachers to help in any way in these two grade levels to help catch our students up who have fallen behind. Our 5th grade team is set up on a departmentalized schedule similar to a middle school to help them transition to the middle school. Our Kindergarten team has gone back to self-contained classrooms to build relationships and make connections with our young students. Our Kindergarten students seem to be coming into Kindergarten lower every year than in years past based on Brigance results. Therefore, the leadership team and all of our teachers and staff will be monitoring our students progress this school year using MAP RIT Standards and our teachers and staff will be using the MAP RIT BANDS as a guide along with Common Core to personalize learning for all of the students in our school. This is a huge task our teachers are diving into this school year; however, it is a much needed task to meet the individual needs of all of our kids. We will also use several sources of data to progress monitor our TIER II and TIER III students.

Cite the goals/objectives/strategies in the plan that specifically addresses how the teaching and learning conditions will be positive and foster success for teachers and students.

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Goal 1:

Increase the average of combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45% to 55% by May 2017.

Measurable Objective 1:

A 15% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency score in Reading by 05/31/2017 as measured by K-PREP.

Strategy1:

Progress Monitoring Reading - Progress Monitoring of Students - Map assessment will be administered three times a year to check student progress. Based on MAP results, teachers will break down MAP data and MAP RIT BAND data to provide personalized learning for all of our students. RTI groups will be established to assist students in reaching proficiency. Formative and summative assessments, Read 180, System 44, Reading Street, Reading Recovery, and AimsWeb will also be analyzed to monitor student growth. Progress monitoring provided by highly qualified teachers and paraeducators will occur in all schools for all at-risk students in order to provide early intervention.

Category: Continuous Improvement

Research Cited: MAP, Read 180, System 44, Reading Street, SRA, Aims Web, RTI research, etc.

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress of each student will be monitored frequently for early identification of students not mastering the reading standards. Interventions will be provided to students needing additional help. All of our teachers have an RTI block built into the schedule to accommodate the needs of TIER I, TIER II, and TIER III students. Students who do not need the TIER II and TIER III interventions will attend enrichment classes.	Academic Support Program	08/25/2016	05/31/2017	\$0 - No Funding Required	Principals, Supervisors of Instruction and Guidance Counselors Teachers

Activity - Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will improve reading achievement by participation in reading intervention programs; READ 180, Systems 44, SRA, Reading Street, AIMSWeb, Reading Recovery, etc.	Academic Support Program	08/25/2016	05/31/2017	\$10000 - Other	Principal, District Supervisors of Instruction and Guidance Counselors Teachers

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Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be administered in the Fall, Winter and Spring to all students in Kindergarten to 5th Grade.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - District Funding	Benny Stephens Jamie Howard Michael Gill Kim Coleman Allyson Davis Mielle Distefano Paula Van Meter Teachers

Measurable Objective 2:

A 10% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency score in Mathematics by 05/31/2017 as measured by K-Prep.

Strategy1:

Progress Monitoring - Student Progress monitoring - Map assessment will be administered three times a year to check student progress. Based on MAP results, students will be grouped by MAP RIT BANDS and teachers will focus on meeting the individual needs of students and personalizing learning in reading and math. RTI blocks have been built into our schedule to assist students in trying to reach proficiency. Formative and summative assessments, Accelerated Math, Study Island, Moby Math, Math In Focus, and research based math strategies will be analyzed to monitor student growth. Progress monitoring provided by highly qualified teachers and paraeducators will occur in all schools for all students in order to provide early intervention.

Category: Continuous Improvement

Research Cited: Research Cited: MAP, Accelerated Math, Study Island, Moby Math, Research Based Math Strategies, and RTI research.

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
MAP assessment will be administered in the fall, winter and spring for students in Kindergarten through 5th Grade.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - District Funding	Kim Coleman, Allyson Davis, Michael Gill, Mielle Distefano, Paula Van Meter, Benny Stephens, Jamie Howard, Teachers

Activity - RTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Progress of each student will be monitored frequently for early identification of students not mastering the math standards. Interventions will be provided to students needing additional help. Our schedule has RTI blocks built in to try to accommodate the needs of our TIER II and TIER III students.	Academic Support Program	08/25/2016	05/31/2017	\$6000 - FRYSC	Principals, Supervisors of Instruction, Teachers, and Guidance Counselors

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Activity - Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will improve math achievement by working with the following math intervention programs: Accelerated Math, Study Island, Moby Math, Research Based Math Strategies, and classroom level interventions. Students will be grouped in math according to their MAP RIT BAND and receive daily instruction at their level of need. Our teachers will provide and make appropriate accommodations for our students using MAP RIT BANDS to meet students' individual needs.	Academic Support Program	08/25/2016	05/31/2017	\$10000 - Other	Principal, District Supervisors of Instruction and Guidance Counselors.

Goal 2:

Increase the average combined reading and math K-PREP scores for MCES from 50 % to 60% in 2017.

Measurable Objective 1:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the overall math for MCES from 45 % to 55 % in Mathematics by 05/31/2017 as measured by K-PREP scores for grades 3 -5 .

Strategy1:

Math Kindergarten - Math Kindergarten Readiness - Kindergarten Readiness screener will be given to all incoming Kindergarten students at the beginning of the school year. Teachers will use this data to plan instruction that will target skills to increase students readiness in math at the kindergarten level.

Category: Continuous Improvement

Research Cited: Brigance

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Once students have been screened using the Brigance Testing Resource, teachers will analyze the data, thus using this data to plan for instruction that best meets the students needs. The results will be an increase of student readiness in math at the Kindergarten level. The current data shows that 49% of kindergarteners are not ready for kindergarten, 10% are ready with enrichment and 41% is ready for kindergarten.	Direct Instruction	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal, Guidance Counselor and Kindergarten teachers

Strategy2:

RTI 1 - RTI - Establish a Leadership Team consisting of Principal, school guidance counselors, assistant principal, School Psychologist, and teachers that looks at academic data for the school. The team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. School Intervention Team monitors student progress in interventions and makes decisions about moves in and among tiers. SIT reviews and analyzes intervention approaches, uses MAP and STAR data and protocols to determine overall effectiveness and make necessary adjustments to RTI processes and instruction based on data, if needed, including the increase of Exceptional Children combined reading and math proficient and distinguished from 25.0 to 28.0.

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The requirements of the Primary, Writing, Practical Living/Career Studies, and Arts/Humanities Program Review will also be utilized to address student learning needs.

Category: Continuous Improvement

Research Cited: MAP (Measure of Academic Progress) data, STAR data, etc.

Activity - Regularly Scheduled PLC meetings #2	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team will meet on a regular basis to discuss assessment data including but not limited to STAR data, MAP data and classroom assessments. The purpose of the meetings will be to analyze progress of students and make adjustments to intervention instruction as needed.	Academic Support Program	08/25/2016	05/31/2017	\$95000 - Title I Part A	Leadership Team (Principal, Assistant Principals, Counselors, School Psychologist, Grade level teachers)

Measurable Objective 2:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase the overall reading for MCES from 50 % to 60 % in Reading by 05/31/2017 as measured by K-PREP Scores in grades 3 - 5..

Strategy1:

Reading Kindergarten Readiness - Reading Kindergarten Readiness - Kindergarten Readiness screener will be given to incoming Kindergarten students at the beginning of each year. Teachers will analyze student data to create lesson plans for classroom instruction to meet the needs of the kindergarten students. Teachers will use the Brigance resources to target specific skills needed for kindergarten readiness levels in reading.

Category: Continuous Improvement

Research Cited: Brigance

Activity - Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use data and resources from Brigance to target individual student needs, resulting in an increase in student readiness for kindergarten literacy. Current data indicates 49% of kindergarten students are not ready for kindergarten level skills, with 11% being ready when provided enrichment and 40% ready for kindergarten level reading skills.	Direct Instruction	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal, guidance counselor and kindergarten teachers

Strategy2:

RTI - RTI - The Leadership Team consisting of Principal, school guidance counselors, assistant principals, along with school psychologist and teachers will analyze the academic data for the school. The team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. The Leadership Team monitors student progress in interventions and makes decisions about moves in and among tiers. The Leadership Team reviews and analyzes intervention approaches, uses MAP, STAR data, AimsWeb and protocols to determine overall effectiveness and make necessary adjustments to RTI processes and instruction based on data, if needed, including the increase of Exceptional Children combined reading and math proficient and distinguished

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from 25.0 to 28.0. The requirements of the Primary, Writing, Practical Living/Career Studies, and Arts/Humanities Program Review will also be utilized to address student learning needs.

Category: Continuous Improvement

Research Cited: MAP (Measure of Academic Progress) data, STAR data, AimsWeb, etc

Activity - Regularly Scheduled PLC Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Leadership Team will meet on a regular basis to discuss assessment data including but not limited to MAP data, STAR data - if available, and classroom assessments. The purpose of the meetings will be to analyze progress of students and make adjustments to intervention instruction as needed.	Academic Support Program	08/25/2016	05/31/2017	\$95000 - Title I Part A	The Leadership Team (Principal, Assistant Principals, Counselors, School Psychologist Grade level teachers)

Measurable Objective 3:

52% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the overall math for MCES from 48.1 % to 55.9 % in Mathematics by 05/31/2017 as measured by K-PREP Scores.

Strategy1:

GAP - GAP Group - Math KPREP scores will improve for the Unduplicated Gap Group, which includes Students with Disabilities (SWD).

Category: Continuous Improvement

Research Cited: K-PREP scores and Best Practices Research

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet bi-weekly to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 52% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - Title I Part A	Principal, Certified Staff, Exceptional Education Director, School Psychologist

Strategy2:

Leadership Team - PLC Meeting - RTI - Establish a Leadership Team consisting of Principal, school guidance counselors, instructional coach, assistant principals, School Psychologist, and teachers that looks at academic data for the school. This team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual or small group RTI plan for addressing the needs of these students.

The Leadership Team monitors student progress in interventions and makes decisions about moves in and among tiers. Reviews and analyzes intervention approaches, uses MAP, KPREP and Aimsweb data and protocols to determine overall effectiveness. Necessary adjustments to RTI groups and instruction will be made based on data, if needed.

Category: Continuous Improvement

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Research Cited: MAP (Measured of Academic Progress) data, AIMSweb data, etc.

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership Team and teachers will meet bi-weekly to review student data. data from MAP, AIMSweb, formative and summative assessment, etc.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - Title I Part A	Principal, Leadership Team, Teachers, School Psychologist

Measurable Objective 4:

60% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase the overall reading for MCES from 45 % to 55 % in Reading by 05/31/2017 as measured by K-PREP Scores in grades 3 through 5.

Strategy1:

GAP Scores - GAP Group - Math KPREP scores will improve for the Unduplicated Gap Group, which includes Students with Disabilities (SWD).

Category: Continuous Improvement

Research Cited: K-PREP scores and Best Practice Research

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet bi-weekly to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 50% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - Title I Part A	Principal, Certified Staff, Exceptional Education Director

Strategy2:

Reading Interventions - RTI - Establish a School Intervention Team consisting of Principal, school guidance counselors, instructional coach, School Psychologist, assistant principal, and teachers that looks at academic data for the school. This team will meet bi-weekly to discuss students who do not meet school benchmarks and cut scores and develop an individual RTI plan for addressing the needs of those students. School Intervention team monitors student progress in interventions and makes decisions about moves in and among tiers. SIT reviews and analyzes intervention approaches, uses MAP, KPREP and Aimsweb data and protocols to determine overall effectiveness. Necessary adjustments to RTI groups and instruction will be made based on data, if needed.

Category: Continuous Improvement

Research Cited: MAP (Measure of Academic Progress) data, AIMSweb data, Teacher Assessments, etc.

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Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Leadership team will meet bi-weekly with teachers and staff to review student data from MAP, AIMSweb, formative and summative assessment, etc.	Academic Support Program	08/25/2016	05/31/2017	\$25000 - Title I Part A	Principal, Leadership Team, School Psychologist, Teachers, Guidance Counselors

Goal 3:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 45% in 2016 to 55% in 2017.

Measurable Objective 1:

67% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the overall math for MCES in Mathematics by 05/31/2017 as measured by K-PREP Scores.

Strategy1:

1 - GAP - Math KPREP scores will improve for the Unduplicated Gap Group, which includes Students with Disabilities (SWD).

Category: Continuous Improvement

Research Cited: KPREP scores

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet bi-weekly to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 45% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - District Funding	Principal, Certified Staff, District Exceptional Education Director, Teachers

Measurable Objective 2:

67% of Black or African-American, Asian, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency to increase the average reading rating for all students in the non-duplicated gap group in Reading by 05/31/2017 as measured by K-PREP Scores.

Strategy1:

GAP Scores - GAP - Math K-PREP scores will improve for the non-duplicated GAP Group, which includes Student with Disabilities (SWD).

Category: Continuous Improvement

Research Cited: K-PREP Scores

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School and District level PLC's will meet at least each six weeks to review student data. Data from MAP, AIMSweb, formative and summative assessments and Exceptional Education data will be reviewed. Necessary adjustments to RTI groups and instruction will be made based on data, with a goal of 50% Proficiency for Exceptional Education students in Reading and Math.	Academic Support Program	08/25/2016	05/31/2017	\$0 - District Funding	Principal, Certified Staff, District Exceptional Education Director, Teachers

Goal 4:

Improve Program Review Rating in Practical Living/Career Studies, Writing, Arts and Humanities at MCES

Measurable Objective 1:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase proficiency in Practical Living by 05/31/2017 as measured by Program Review Data.

Strategy1:

Practical Living/Career Studies - Practical Living/Career Studies - The professional development action plan is linked to the CSIP and supports grade level appropriate instruction.

Category: Continuous Improvement

Research Cited: Program Review Data

Activity - Practical Living/Career Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive professional development which will support grade level appropriate instruction in Practical living/Career Studies and follow the new guidelines set forth for the 2016-2017 school year.	Professional Learning	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Certified Staff Leadership Team

Measurable Objective 2:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to improve proficiency in Art & Humanities by 05/31/2017 as measured by Program Review Data.

Strategy1:

Arts and Humanities - Arts&Humanities - Program Review Data and lesson plans will support grade level appropriate instruction in Arts and Humanities

Category: Continuous Improvement

Research Cited: Program Review Data

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Activity - Arts and Humanities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be involved in following the 2016-2017 guidelines for our Program Review which will support grade level appropriate instruction in Arts and Humanities.	Professional Learning	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Certified Staff Leadership Team

Measurable Objective 3:

100% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will collaborate to increase proficiency in Writing by 05/31/2017 as measured by Program Review Data.

Strategy1:

Writing - Writing - Improve Proficiency in Writing

Category: Continuous Improvement

Research Cited: Program Review Data

Activity - Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to follow guidelines set forth in the Metcalfe County Schools District created writing plan and support grade level appropriate instruction in writing.	Academic Support Program	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Certified Staff Leadership Team

Goal 5:

Maintain the percentage of effective teachers from 100% in 2016 to 100% in 2020.

Measurable Objective 1:

demonstrate a proficiency by maintaining the percentage of effective teachers from 100% in 2016 to 100% by 05/29/2020 as measured by Professional Growth and Effectiveness System.

Strategy1:

PGES Evaluation - Professional Growth and Effectiveness System - All certified staff will be trained in the Professional Growth and Effectiveness System beginning in the Fall of 2015. Mini-sessions after school and during school will be planned to roll-out the standards of the new system. During the 2016-2017 school year, MCEs staff will continue to use the PGES system to help each teacher to grow professionally and become a more effective instructional leader.

Category: Teacher PGES

Research Cited: PGES Evaluation System

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Activity - PGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: student growth goals, professional growth planning, and practice observations. All staff should complete a self-reflection, a student growth goal, and enter into CIITS. Utilize the PGES Lync sessions for all teachers and KET peer observation module for teachers serving as peer observers. All administrators who evaluate certified staff should complete and pass proficiency in the Danielson Framework to perform teacher observation for growth and development of teachers. Develop and complete a plan of training for teachers and principals in the use of CIITS with intentional focus on the Educator Development Suite.	Professional Learning	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal Assistant Principals Certified Staff

Goal 6:

MCES will comply with the Children's Internet Protection Act.

Measurable Objective 1:

demonstrate a behavior on appropriate internet usage in Career and Technical by 05/31/2017 as measured by teacher observation of student internet usage.

Strategy1:

Professional Development - Professional Development - Staff will be trained by district technology staff in proper internet usage.

Category: Continuous Improvement

Research Cited: Children's Internet Protection ACT (CIPA)

Activity - Student Internet Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will provide instruction to students about safe internet usage.	Technology	08/25/2016	05/31/2017	\$0 - No Funding Required	Principal, Certified Teachers, District Technology Staff

Goal 7:

All students will be given opportunities to improve their health.

Measurable Objective 1:

demonstrate a behavior to improve physical activity, healthy eating habits, and nutrition in Practical Living by 05/31/2017 as measured by the number of students eating breakfast/lunch and by the minutes of physical activity provided during the school day/after-school activities. .

Strategy1:

Health and Wellness Policy - A district health and wellness committee will be established to develop a District Health and Wellness Plan to

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address ways to improve student health including healthy eating, physical activity, and nutrition.

Category: Other - District and School Health and Wellness Plan

Research Cited: Best Practice

Activity - Practical Living/Career Studies Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will utilize the Metcalfe County Health and Wellness Plan to improve student health.	Academic Support Program	08/25/2016	05/31/2017	\$15000 - District Funding	Directors, Principals, and Teachers

Activity - District Health and Wellness Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish a committee and develop a timeline to develop and implement a district health and wellness policy.	Academic Support Program	08/25/2016	05/31/2017	\$15000 - District Funding	Chris Huffman Jamie Howard Donna Caffee Beth Miller Principals Teachers

Goal 8:

Metcalfe County Elementary School will reduce the number of novice students scoring novice in reading and math from 45% in 2016 to 20% in 2020.

Measurable Objective 1:

A 20% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency of all novice students in Reading by 05/31/2020 as measured by K-Prep Data.

Strategy1:

Teacher Retention - With the use of the PGES evaluation system, teachers will develop Professional Growth Plans, Student Growth Goals, participate in mini-observations, participate in full observations, participate in peer observations, etc. to become a more effective teacher in the classroom. Teachers will take on leadership roles in the school. Their Professional Growth Plans will be personalized to meet their individual needs based on their self-reflection.

Category: Teacher PGES

Research Cited: PGES

Activity - PGES Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGES Plan	Academic Support Program	08/25/2016	06/30/2017	\$0 - District Funding	Principal, Assistant Principals, Leadership Team, Teachers

Measurable Objective 2:

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A 25% decrease of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency for all novice students to improve in Mathematics by 05/31/2020 as measured by K-Prep Data.

Strategy1:

Teacher Retention - With the use of the PGES evaluation system, teachers will develop Professional Growth Plans, Student Growth Goals, participate in mini-observations, participate in full observations, participate in peer observations, etc. to become a more effective teacher in the classroom. Teachers will take on leadership roles in the school. Their Professional Growth Plans will be personalized to meet their individual needs based on their self-reflection.

Category: Teacher PGES

Research Cited: PGES

Activity - PGES Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PGES Plan	Academic Support Program	08/25/2016	06/30/2017	\$0 - District Funding	Principal, Assistant Principals, Leadership Team, Teachers

Describe the actions that will be taken to remove the barriers that prevented the school from closing the achievement gap.

After reviewing and analyzing data from our school using MAP and K-PREP, MCEC made changes not only to our schedule but to instruction. We see a need to make a major change now to meet the needs of all of our students. Therefore, we are incorporating the MAP RIT BANDS tied in with Common Core to teach to the specific needs of each and every child. This will allow our whole school to truly personalize learning. Our teachers will use the MAP RIT BAND standards and incorporate the appropriate common core standard to meet the individual needs of students. Teachers will be working with students on the appropriate level that they specifically need. For example, if a student is in fourth grade and working at the second grade level in math, then his/her teacher will teach the grade appropriate math standards (2nd grade level) that meets this individual child's needs. This will allow teachers to work specifically with all of our students at different levels and meet the students individual needs. Furthermore, we are removing the barrier of teaching to the test. We are focusing on the individual student and meeting the individual student's needs.

Stakeholder Engagement and Collaboration

Statement or Question: Select all of the ways in which the school will engage and collaborate with stakeholders to develop the strategies that address the achievement gap.

Response:

- Home Visits
- Parent information resources (PTA/PTO/SBDM, other)
- Partnership with community groups and businesses
- Communication (local newspapers, parent newsletters, school website, school activities, surveys)
- Parent engagement with students in the classroom or during school activities

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