



# **Comprehensive School Improvement Plan**

Rosenwald Dunbar Elementary School  
Jessamine County

Beth Carpenter, Principal  
1500 Wilmore Rd  
Nicholasville, KY 40356

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## Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

# **Phase I - Equitable Access to Effective Educators School Diagnostic**

## Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

**Equitable Access to Effective Educators - School**

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.</p> <p>*Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover.</p> <p>**The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		School Equity Diagnostic

**Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.**

We do not have ethnic diversity among our staff. Even though 19% of our student population is minority students, we do not have any minority teachers.

**After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.**

In recent years, we have not received applications from qualified minority teachers. The school and the district need to do a better job of reaching out the universities that graduate minority teacher candidates and recruit them to our district and school.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover.</p> <p>***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		School Equity Goals

**Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-**

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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

## Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

## Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

## Strategy1:

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chaupis, & Arter)

Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350 - District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

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Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000 - Grant Funds	Betsy Lowe - Math Intervention Teacher

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds

## Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

## Strategy1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students

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be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400 - District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

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Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

## Goal 2:

Increase proficiency rates in reading and math for all students.

### Measurable Objective 1:

demonstrate a proficiency increase in reading and math by 09/01/2017 as measured by student KPREP results.

### Strategy1:

Student Self-Assessment - A systematic approach to student analysis of extended response and short answer questions will be intentionally taught at all grade levels and implemented for formative assessments.

Category: Stakeholder Engagement

Research Cited:

Activity - ELA PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the process for intentional student self-analysis of work. ELA plc's will monitor implementation.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

### Strategy2:

Walk-Throughs - Administrative walk-throughs will monitor staff implementation of desired activities.

Category: Continuous Improvement

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Research Cited:

Activity - Gradual Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use gradual release during direct instruction. Administrators will monitor effectiveness and provide timely feedback for improvement.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation in math instruction will be monitored by administrative walk-throughs. Timely feedback will be given to teachers by administrators.	Direct Instruction	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

### Strategy3:

Teacher Leader Network - Leadership capacity will be developed with a group of teacher leaders that will facilitate unit development and revision while also providing on-going PD for colleagues in the area of reading and math.

Category: Professional Learning & Support

Research Cited:

Activity - Academic Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN members will lead staff through professional learning about how to best deliver academic vocabulary instruction to students at RDES.	Professional Learning	10/01/2016	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN staff members

Activity - Literacy Collaborative Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN will facilitate unit development and revision in the area of shared reading.	Academic Support Program	01/03/2017	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN members

# **Phase I - The Missing Piece**

## **Introduction**

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

## Stakeholders

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

Melissa Beers - Literacy Coach

Megan McCarty - Intervention Teacher and RTI Coordinator

Beth Carpenter - Principal

Jeremy Reynolds - CRA

Jen Klein - Child Guidance Specialist

Emily Andrews - FRC Coordinator

## Relationship Building

Overall Rating: 2.86

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.1	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.2	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.3	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.4	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.7	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

**Communications**

Overall Rating: 2.57

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

**Decision Making**

Overall Rating: 2.57

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.3	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.5	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
4.6	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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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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**

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.1	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.4	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 council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

## Learning Opportunities

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.1</b>	Parents have multiple opportunities to learn about and discuss the following: - 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 as 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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.2</b>	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.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.3</b>	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.4</b>	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.	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.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.5</b>	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>6.6</b>	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

**Community Partnerships**

Overall Rating: 2.5

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership informs the community once a year about student achievement. (For example, letters to editor or newspaper article).	Novice

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.2	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.3	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.4	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

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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

## Reflection

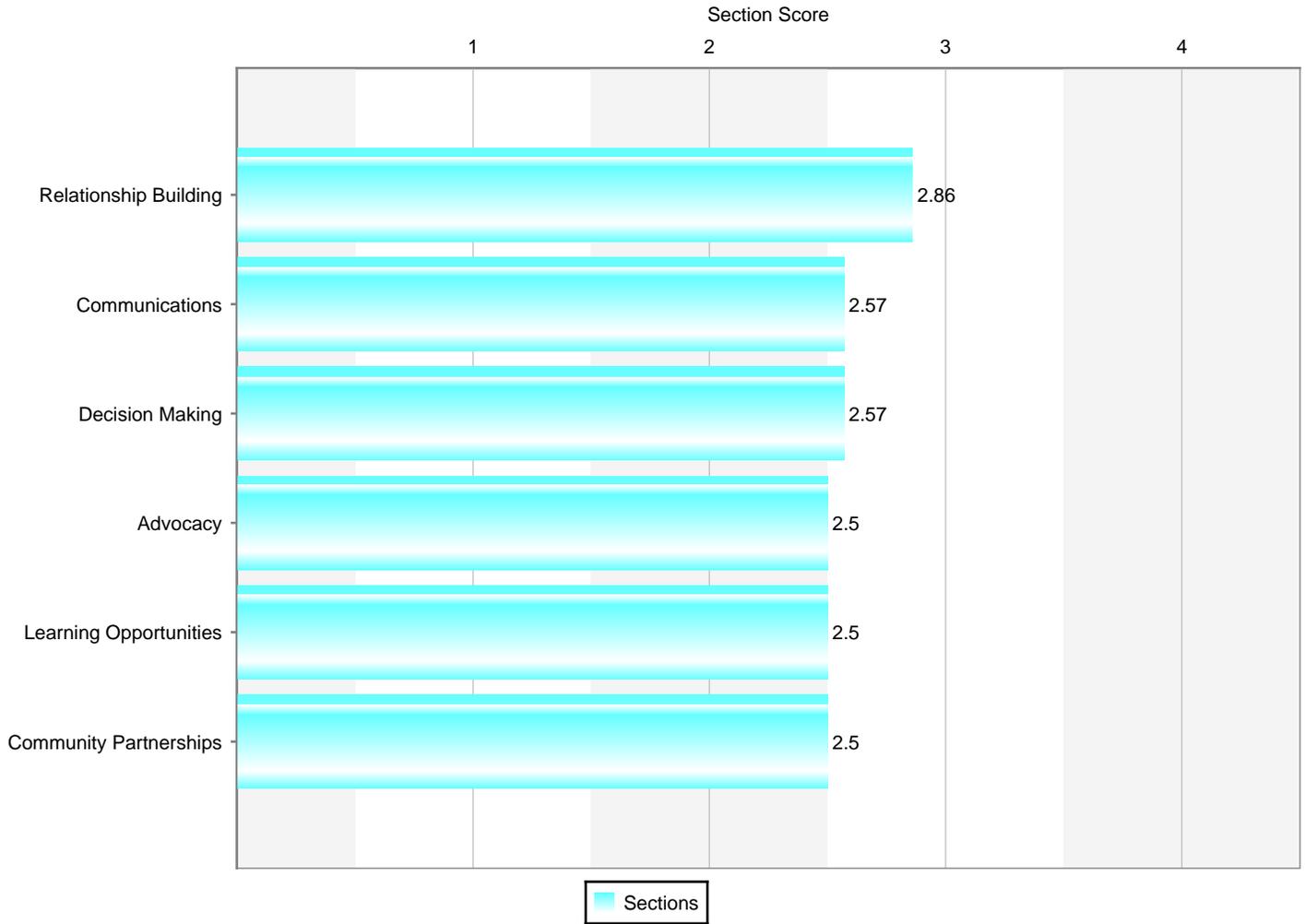
**Reflect upon your responses to each of the Missing Piece objectives.**

RDES needs to continue to work to develop greater community partnerships.

We also need to develop a system for our trained parent-leaders to pass their expertise along to other parents.

## 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.**

RDES has identified a core transformation team to be the key group, along with the SBDM, in development of the continuous school improvement plan. Teacher leaders throughout the building were selected to serve on the transformation team. Meetings were scheduled at times when each of the teachers has planning time, or after the school day has concluded.

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

SBDM parents review data each month offering the parent perspective of our core program. Each month administration meets with a core group of teachers that analyze student data and develop plans of support for staff. These plans were used in the development of the school improvement plan. A weekly meeting with the child-guidance specialist and FRC identify groups of students that require home visits in order to communicate with parents and improve student attendance. These efforts are analyzed weekly. The administration collaborated with the district director of elementary schools and other district leaders to include targeted walk throughs that would monitor school improvement efforts.

**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 school improvement plan is presented at SBDM and PTO meetings for analysis and review. The plan will also be presented at a staff meeting in January to all RDES staff members. Progress of this plan will be monitored at our monthly PLC's, SBDM meetings, PTO meetings, and staff meetings. The administrative team and core group of teachers will complete implementation checks once a month during administrative team meetings.

# **Phase I - 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?**

Our scores declined on KPREP in all areas and we are focusing on the implementation of core programming.

## **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?**

Our student growth scores remained steady from the previous years. This tells us that our guided reading is being beneficial to our students.

## **Opportunities for Improvement**

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

The areas of needed improvement was our gap population. Therefore, we are focusing on our interventions that target those students.

## Conclusion

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

See the previous questions for our next steps.

# **RDES CSIP 2017-2018**

## Overview

### Plan Name

RDES CSIP 2017-2018

### Plan Description

RDES CSIP 2017-2018

## 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 average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.	Objectives: 2 Strategies: 2 Activities: 14	Academic	\$41750
2	Increase the percentage of parents and families engaged in school related academic activities.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$5500
3	Increase proficiency rates in reading and math for all students.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$7000
4	Decrease the percentage of students scoring at the novice level on KPREP.	Objectives: 1 Strategies: 2 Activities: 12	Organizational	\$41350

## Goal 1: Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

### Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

### Strategy 1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

**Comprehensive School Improvement Plan**

Rosenwald Dunbar Elementary School

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0	No Funding Required	Betsy Lowe, Michelle Wilkerson
Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers
Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400	District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team
Activity - Writing PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

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Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers
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### Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

### Strategy 1:

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chauppis, & Arter)

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0	No Funding Required	Betsy Lowe, Michelle Wilkerson

## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000	Grant Funds	Betsy Lowe - Math Intervention Teacher

Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350	District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds

## Goal 2: Increase the percentage of parents and families engaged in school related academic activities.

### Measurable Objective 1:

collaborate to offer three family fun nights to improve parents and family participation by 50% by 05/25/2018 as measured by parents / family participation in family fun nights, parent conferences, and pre/post parent surveys..

### Strategy 1:

Family Fun Nights - RDES will hold three Family Fun Nights throughout the school year to increase family / parent participation and knowledge of activities held at school.

Category: Other - Family Participation

Activity - Math and Literacy Family Fun Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

RDES will hold a combined math and literacy family fun night.	Parent Involvement, Academic Support Program	02/16/2017	02/16/2017	\$3000	Other	Beth Carpenter, Jeremy Reynolds, Jen Klein, Emily Andrews, Megan McCarty, Betsy Lowe
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Activity - Art Family Fun Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and families will be invited to the school to see student performances and work in the arts.	Parent Involvement	03/16/2017	03/16/2017	\$2000	Other	Beth Carpenter, Jeremy Reynolds, Staci Goggins, Amy Harrod, John Hazlett, Jason Moncer, Kim Campbell, Emily Andrews

Activity - Imperial Point Math Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will hold a math family fun night at the Imperial Point apartment complex. Families will be invited to learn more about math with their students.	Parent Involvement	02/08/2018	02/08/2018	\$500	Grant Funds	Beth Carpenter, Jeremy Reynolds, Jen Klein, Emily Andrews, Betsy Lowe, District Math Coaches

### Goal 3: Increase proficiency rates in reading and math for all students.

#### Measurable Objective 1:

demonstrate a proficiency increase in reading and math by 09/01/2017 as measured by student KPREP results.

#### Strategy 1:

Teacher Leader Network - Leadership capacity will be developed with a group of teacher leaders that will facilitate unit development and revision while also providing on-going PD for colleagues in the area of reading and math.

**Comprehensive School Improvement Plan**

Rosenwald Dunbar Elementary School

Category: Professional Learning &amp; Support

Activity - Academic Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TLN members will lead staff through professional learning about how to best deliver academic vocabulary instruction to students at RDES.	Professional Learning	10/01/2016	05/25/2018	\$3500	District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN staff members

Activity - Literacy Collaborative Design	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
TLN will facilitate unit development and revision in the area of shared reading.	Academic Support Program	01/03/2017	05/25/2018	\$3500	District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN members

**Strategy 2:**

Student Self-Assessment - A systematic approach to student analysis of extended response and short answer questions will be intentionally taught at all grade levels and implemented for formative assessments.

Category: Stakeholder Engagement

Activity - ELA PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn the process for intentional student self-analysis of work. ELA plc's will monitor implementation.	Professional Learning	01/03/2017	05/25/2018	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

**Strategy 3:**

Walk-Throughs - Administrative walk-throughs will monitor staff implementation of desired activities.

Category: Continuous Improvement

Activity - Gradual Release	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Teachers will use gradual release during direct instruction. Administrators will monitor effectiveness and provide timely feedback for improvement.	Professional Learning	01/03/2017	05/25/2018	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff
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Activity - Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiation in math instruction will be monitored by administrative walk-throughs. Timely feedback will be given to teachers by administrators.	Direct Instruction	01/03/2017	05/25/2018	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

### Goal 4: Decrease the percentage of students scoring at the novice level on KPREP.

#### Measurable Objective 1:

collaborate to decrease the percentage of students that score novice by 05/26/2017 as measured by KPREP scores.

#### Strategy 1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

## Comprehensive School Improvement Plan

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Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers
Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0	No Funding Required	Betsy Lowe, Michelle Wilkerson
Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN Members

## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

### Strategy 2:

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and William), Classroom Assessment for Student Learning (Chappuis, Chappuis, & Arter)

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches, Staff

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	05/26/2017	\$0	No Funding Required	Besty Lowe, Michelle Wilkerson

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/23/2016	05/26/2017	\$41000	Math Achievement Fund	Beth Carpenter, Jeremy Reynolds, Betsy Lowe

## Comprehensive School Improvement Plan

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Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350	District Funding	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, Michelle Wilkerson, Classroom Teachers
Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0	No Funding Required	Beth Carpenter, Jeremy Reynolds, Classroom Teachers

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Common Planning ELA Meetings	The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Gradual Release	Teachers will use gradual release during direct instruction. Administrators will monitor effectiveness and provide timely feedback for improvement.	Professional Learning	01/03/2017	05/25/2018	\$0	Beth Carpenter, Jeremy Reynolds, RDES Staff
Math Walk-Throughs	Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds
Professional, Purposeful, Applicable	At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Common Planning Math Meetings	The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

## Comprehensive School Improvement Plan

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Common Planning Math Meetings	Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, District Math Coaches
ELA Walk-Throughs	Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers
Differentiation	Differentiation in math instruction will be monitored by administrative walk-throughs. Timely feedback will be given to teachers by administrators.	Direct Instruction	01/03/2017	05/25/2018	\$0	Beth Carpenter, Jeremy Reynolds, RDES Staff
Literacy Design Collaborative	Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers
Common Planning ELA Meetings	Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Breakfast Club	An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0	Betsy Lowe, Michelle Wilkerson
Common Planning Math Meetings	The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, District Math Coaches, Staff

## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Literacy Design Collaborative	Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers
Professional, Purposeful, Applicable	At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
Breakfast Club	An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	05/26/2017	\$0	Besty Lowe, Michelle Wilkerson
Breakfast Club	An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0	Betsy Lowe, Michelle Wilkerson
Common Planning Math Meetings	Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, District Math Coaches
Writing PD	Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers
Math Walk-Throughs	Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Classroom Teachers
Academic Vocabulary Book Study	RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN Members

## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Common Planning ELA Meetings	Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
ELA PLC	Teachers will learn the process for intentional student self-analysis of work. ELA plc's will monitor implementation.	Professional Learning	01/03/2017	05/25/2018	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers
Breakfast Club	An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0	Betsy Lowe, Michelle Wilkerson
Common Planning ELA Meetings	The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers
<b>Total</b>					\$0	

### Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Teacher	Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/23/2016	05/26/2017	\$41000	Beth Carpenter, Jeremy Reynolds, Betsy Lowe
<b>Total</b>					\$41000	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Art Family Fun Night	Parents and families will be invited to the school to see student performances and work in the arts.	Parent Involvement	03/16/2017	03/16/2017	\$2000	Beth Carpenter, Jeremy Reynolds, Staci Goggins, Amy Harrod, John Hazlett, Jason Moncer, Kim Campbell, Emily Andrews
Math and Literacy Family Fun Night	RDES will hold a combined math and literacy family fun night.	Parent Involvement, Academic Support Program	02/16/2017	02/16/2017	\$3000	Beth Carpenter, Jeremy Reynolds, Jen Klein, Emily Andrews, Megan McCarty, Betsy Lowe
<b>Total</b>					<b>\$5000</b>	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Guided Math Book Study	RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, Michelle Wilkerson, Classroom Teachers
Literacy Collaborative Design	TLN will facilitate unit development and revision in the area of shared reading.	Academic Support Program	01/03/2017	05/25/2018	\$3500	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN members

## Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Guided Math Book Study	RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe
Academic Vocabulary Instruction	TLN members will lead staff through professional learning about how to best deliver academic vocabulary instruction to students at RDES.	Professional Learning	10/01/2016	05/25/2018	\$3500	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN staff members
Academic Vocabulary Book Study	RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400	Beth Carpenter, Jeremy Reynolds, TLN Team
<b>Total</b>					<b>\$8100</b>	

### Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Imperial Point Math Night	We will hold a math family fun night at the Imperial Point apartment complex. Families will be invited to learn more about math with their students.	Parent Involvement	02/08/2018	02/08/2018	\$500	Beth Carpenter, Jeremy Reynolds, Jen Klein, Emily Andrews, Betsy Lowe, District Math Coaches
Math Intervention Teacher	Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000	Betsy Lowe - Math Intervention Teacher
<b>Total</b>					<b>\$41500</b>	

## **Phase II - KDE Assurances - Schools**

## **Introduction**

KDE Assurances - School

**Assurances**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Staff meetings, administrative meetings, plc's	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	Lucy Calkins, Fisher and Frey, Stepping Stones, Benchmark Reading Materials	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Preschool Transition	The school planned preschool transition strategies and the implementation process.	N/A		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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	We have interventions in place for both reading and math.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	New teacher induction plan	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Math Family Fun Night Open House Fall Festival / Community Fairs Spring Carnival / Community Fairs Mandatory parent/teacher conferences.	

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Intervention strategies and Title 1 activities working together.	

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.	Yes		

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

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

Label	Assurance	Response	Comment	Attachment
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.	Yes		

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.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Math Grant funds used to implement a family fund night.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Planning	The school incorporated the eight Targeted Assistance Planning components into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Novice reduction pd Training all assistants	

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	<a href="http://www.jessamine.kyschools.us/docs/Rosenwald%20Dunbar%20CSIP%202015-2017.pdf">http://www.jessamine.kyschools.us/docs/Rosenwald%20Dunbar%20CSIP%202015-2017.pdf</a>	

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	We do not have any teachers that are not highly qualified.	

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

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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	Master schedule and instructional assistant schedule	

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.	Yes		

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

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

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.	Yes		

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

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

## **Phase II - KDE Compliance and Accountability - 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 TELLKY Survey results.

**Goal 1:**

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

**Measurable Objective 1:**

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

**Strategy1:**

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chauppis, & Arter)

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000 - Grant Funds	Betsy Lowe - Math Intervention Teacher

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350 - District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

## Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

## Strategy1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400 - District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team

Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

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

### Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

### Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

### Strategy1:

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chaupis, & Arter)

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350 - District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000 - Grant Funds	Betsy Lowe - Math Intervention Teacher

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

## Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

## Strategy1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400 - District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

**All children-were screened for kindergarten readiness. If yes, name the assessment.**

N/A (this question does not apply)

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

N/A (this question does not apply)

**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 average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

**Measurable Objective 1:**

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

**Strategy1:**

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-

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area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chauppis, & Arter)

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000 - Grant Funds	Betsy Lowe - Math Intervention Teacher

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

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Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350 - District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

## Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

## Strategy1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

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Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400 - District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

## Goal 2:

Increase proficiency rates in reading and math for all students.

### Measurable Objective 1:

demonstrate a proficiency increase in reading and math by 09/01/2017 as measured by student KPREP results.

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## Strategy1:

Teacher Leader Network - Leadership capacity will be developed with a group of teacher leaders that will facilitate unit development and revision while also providing on-going PD for colleagues in the area of reading and math.

Category: Professional Learning & Support

Research Cited:

Activity - Literacy Collaborative Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN will facilitate unit development and revision in the area of shared reading.	Academic Support Program	01/03/2017	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN members

Activity - Academic Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN members will lead staff through professional learning about how to best deliver academic vocabulary instruction to students at RDES.	Professional Learning	10/01/2016	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN staff members

## Strategy2:

Student Self-Assessment - A systematic approach to student analysis of extended response and short answer questions will be intentionally taught at all grade levels and implemented for formative assessments.

Category: Stakeholder Engagement

Research Cited:

Activity - ELA PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the process for intentional student self-analysis of work. ELA plc's will monitor implementation.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

## Strategy3:

Walk-Throughs - Administrative walk-throughs will monitor staff implementation of desired activities.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation in math instruction will be monitored by administrative walk-throughs. Timely feedback will be given to teachers by administrators.	Direct Instruction	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

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Activity - Gradual Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use gradual release during direct instruction. Administrators will monitor effectiveness and provide timely feedback for improvement.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

## Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

## Strategy1:

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chappuis, & Arter)

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000 - Grant Funds	Betsy Lowe - Math Intervention Teacher

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

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Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds

Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350 - District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

## Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

## Strategy1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

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Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

# Comprehensive School Improvement Plan

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Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400 - District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

## Goal 2:

Increase proficiency rates in reading and math for all students.

### Measurable Objective 1:

demonstrate a proficiency increase in reading and math by 09/01/2017 as measured by student KPREP results.

### Strategy1:

Walk-Throughs - Administrative walk-throughs will monitor staff implementation of desired activities.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation in math instruction will be monitored by administrative walk-throughs. Timely feedback will be given to teachers by administrators.	Direct Instruction	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

Activity - Gradual Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use gradual release during direct instruction. Administrators will monitor effectiveness and provide timely feedback for improvement.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

### Strategy2:

Teacher Leader Network - Leadership capacity will be developed with a group of teacher leaders that will facilitate unit development and revision while also providing on-going PD for colleagues in the area of reading and math.

Category: Professional Learning & Support

Research Cited:

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

Activity - Literacy Collaborative Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN will facilitate unit development and revision in the area of shared reading.	Academic Support Program	01/03/2017	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN members

Activity - Academic Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN members will lead staff through professional learning about how to best deliver academic vocabulary instruction to students at RDES.	Professional Learning	10/01/2016	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN staff members

### Strategy3:

Student Self-Assessment - A systematic approach to student analysis of extended response and short answer questions will be intentionally taught at all grade levels and implemented for formative assessments.

Category: Stakeholder Engagement

Research Cited:

Activity - ELA PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the process for intentional student self-analysis of work. ELA plc's will monitor implementation.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

**The school identified specific strategies to increase the average freshman graduation rate.**

N/A (this question does not apply)

**The school identified specific strategies to increase the percentage of students who are college and career ready.**

N/A (this question does not apply)

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

### Goal 1:

Increase the average combined reading and math proficiency ratings for all Kentucky students in the non-duplicated gap group from 37.3% in 2014 to 56.1% in 2017.

### Measurable Objective 1:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 54.4% in 2014 to 68.1% in 2017 in Mathematics by 09/29/2017 as measured by KPREP Mathematics scores.

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## Strategy1:

Formative Assessment (Math) - Teachers will develop and implement a variety of formative assessments that are congruent with content-area math standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Black and Wiliam), Classroom Assessment for Student Learning (Chappuis, Chauppis, & Arter)

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Dreambox or Education Galaxy before school, during breakfast.	Academic Support Program	09/23/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Betsy Lowe, District Math Coaches

Activity - Math Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. The walkthroughs will also have an emphasis on differentiation in mathematics instruction. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds

Activity - Math Intervention Teacher	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified in the 10th -20th percentile in math according to the MAP test will receive additional math intervention services from our math intervention teacher provided by the MAF grant.	Direct Instruction	09/19/2016	05/26/2017	\$41000 - Grant Funds	Betsy Lowe - Math Intervention Teacher

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Activity - Common Planning Math Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning math meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, District Math Coaches

Activity - Guided Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in a book study, Guided Math, by Laney Sammons, in order to train teachers how to implement a guided math structure into their classroom. Training in guided math will increase differentiation in our mathematics instruction.	Professional Learning	09/23/2016	05/26/2017	\$350 - District Funding	Beth Carpenter, Jeremy Reynolds, Michelle Wilkerson, Betsy Lowe

## Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency increase from 37.3% in 2014 to 56.1% in 2017 in Reading by 09/30/2017 as measured by KPREP Reading scores.

## Strategy1:

Formative Assessment - Teachers will develop and implement a variety of formative assessments that are congruent with content-area reading standards and aligned with learning target progressions. They will analyze the results of formative assessments and utilize those results to provide direct feedback to students, determine immediate next steps in the instructional sequence, adapt instructional techniques and strategies, and intervene with struggling students. KPREP and MAP summative data will be used to analyze overall program effectiveness. End of unit common assessments will be used to identify timely interventions needed to help free and reduced lunch students be more successful. This strategy supports Component 1F: Designing Student Assessment and 3D: Using Assessment in Instruction in the Framework for Teaching.

Category: Continuous Improvement

Research Cited: Inside the Black Box by (Chappuis, Chappuis, & Arter)

Activity - Literacy Design Collaborative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fourth and fifth grade teachers will receive professional development and implement the Literacy Design Collaborative (LDC) process in their classrooms.	Professional Learning	08/10/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Fourth and Fifth Grade Teachers

Activity - Professional, Purposeful, Applicable	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At each monthly staff meeting, administration will include learning time agenda items to ensure staff receives on-going PD throughout the school year. Some of this professional learning will include tuning protocols that will ensure formative reading assessments are comparable, rigorous, and aligned to common core standard and an emphasis on improving the student knowledge of academic vocabulary.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

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Activity - Academic Vocabulary Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RDES staff will participate in book studies on Vocabulary for the Common Core, by Marzano, and How to Teach Academic Vocabulary, by Sharon Faber. Training in this area will increase learning for all students and in turn increase achievement on formative assessments.	Professional Learning	09/23/2016	05/26/2017	\$400 - District Funding	Beth Carpenter, Jeremy Reynolds, TLN Team

Activity - ELA Walk-Throughs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will conduct monthly classroom walkthroughs focusing on the congruency of formative assessments, learning targets, and content standards. Teachers will receive feedback on these areas.	Academic Support Program	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The common formative assessments will be analyzed with a laser-like focus on the achievement of students in the free/reduced gap groups. Intervention plans will be put in place for the students that do not master the standard.	Other - Planning Collaboration	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Common Planning ELA Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Common planning ELA meetings will focus on the development of rigorous, comparable formative assessments that are congruent to common core standards.	Other - Planning / Collaboration	09/21/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers, Classroom Teachers

Activity - Breakfast Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An identified group of students in the free/reduced lunch gap group will receive an intervention on Lexia or Reading Plus before school, during breakfast.	Academic Support Program	09/26/2016	04/28/2017	\$0 - No Funding Required	Betsy Lowe, Michelle Wilkerson

Activity - Writing PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in three different writing professional development activities throughout the school year. At these professional developments, teachers will work on developing strategies for providing quality student feedback.	Professional Learning	09/23/2016	05/26/2017	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

## Goal 2:

Increase proficiency rates in reading and math for all students.

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## Measurable Objective 1:

demonstrate a proficiency increase in reading and math by 09/01/2017 as measured by student KPREP results.

### Strategy1:

Teacher Leader Network - Leadership capacity will be developed with a group of teacher leaders that will facilitate unit development and revision while also providing on-going PD for colleagues in the area of reading and math.

Category: Professional Learning & Support

Research Cited:

Activity - Academic Vocabulary Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN members will lead staff through professional learning about how to best deliver academic vocabulary instruction to students at RDES.	Professional Learning	10/01/2016	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN staff members

Activity - Literacy Collaborative Design	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
TLN will facilitate unit development and revision in the area of shared reading.	Academic Support Program	01/03/2017	05/25/2018	\$3500 - District Funding	Beth Carpenter, Jeremy Reynolds, Melissa Beers, TLN members

### Strategy2:

Student Self-Assessment - A systematic approach to student analysis of extended response and short answer questions will be intentionally taught at all grade levels and implemented for formative assessments.

Category: Stakeholder Engagement

Research Cited:

Activity - ELA PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn the process for intentional student self-analysis of work. ELA plc's will monitor implementation.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, Melissa Beers

### Strategy3:

Walk-Throughs - Administrative walk-throughs will monitor staff implementation of desired activities.

Category: Continuous Improvement

Research Cited:

Activity - Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Differentiation in math instruction will be monitored by administrative walk-throughs. Timely feedback will be given to teachers by administrators.	Direct Instruction	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

# Comprehensive School Improvement Plan

Rosenwald Dunbar Elementary School

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Activity - Gradual Release	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use gradual release during direct instruction. Administrators will monitor effectiveness and provide timely feedback for improvement.	Professional Learning	01/03/2017	05/25/2018	\$0 - No Funding Required	Beth Carpenter, Jeremy Reynolds, RDES Staff

# **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?**

Rosenwald-Dunbar Elementary is one of six elementary schools in the district. RDES services approximately 680 students in grades 1st-5th. RDES services a population of children of poverty that live in government housing, apartments and trailers. These children are representative of generational poverty and not situational poverty. The students of poverty compromise approximately 60% of the RDES population. Many of these children are transient children. This makes educational programming extremely difficult when these children do not remain at one school for any lengthy amount of time. RDES also services a population of children that come from both educated parents and affluent socio-economic status. RDES is located on Wilmore Road. The feeder middle school (West Jessamine Middle School) is located beside RDES. The feeder high school is less than a quarter of a mile down the road. All students are either bused to RDES or are car riders. RDES services approximately 50 students with identified disabilities and 30 students identified as ELL. RDES does not have a high minority population. In fact, only 12% of students at RDES are classified as a minority.

RDES has grown incrementally over the past 5 years. Each year student enrollment projections increase for RDES by 20-30 children. RDES is currently the most populated elementary in the school district. In fact, RDES has 26 total classrooms. The faculty and staff of RDES are not diverse. Out of 48 certified staff members only 4 of those certified staff members are male. Out of 48 certified staff positions there is not a single minority teacher. There are 14 classified staff members supporting both general education and special education teachers in the building. Out of those 14 classified staff members 2 are minority staff. RDES has 2 administrators (head principal and Curriculum Resource Administrator). Both administrators are caucasian. One administrator is female and one is male. RDES shares a social worker with West Jessamine Middle School (caucasian female) and has a Family Resource Coordinator (caucasian female).

RDES has one secretary that is required to enter attendance while running the clerical operations of the office. RDES has one school nurse that cares for students with medical needs. Both the nurse and secretary are caucasian females. As mentioned previously, a challenge for RDES is the transient population. There is a high correlation of student transiency and emotional disorders, academic challenges & truancy. Once RDES initiates services for a transient child, this child moves and both the school support and community wrap around service support are lost. The new school must start over instead of continue with a service that would meet the needs of that child. Another challenge with the RDES population is summarized in the phrase "generational poverty". Children identified as students of poverty are not situational and therefore the parents are not educated nor do they value educational opportunity for their child. Much of the work from the social workers at RDES focus on attendance and emotional support for those children. Many times students with parents from generational poverty homes do not have positive associations with school. Therefore, involvement from these families is minimal.

## **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.**

There is only one reason to exist as an educational institution, and that is to provide for student learning. Therefore, it comes as no surprise that our first and primary belief statement is "We believe that ALL aspects of the operation of Rosenwald-Dunbar Elementary School are subservient to the needs of Children." Given this reality, the rest of our beliefs fall into line. Yet they are not meant to necessarily represent a hierarchy of philosophy based upon the order in which they are stated. None of the following suppositions can stand independently of the rest. All are required. All are important to the final product. With this understanding, we respectfully submit the following as the basis for our existence, conduct, and mission.

- We believe that all aspects of the operation of this school are subservient to the needs of children.
- We believe that children possess dignity which must be guarded, respected, and nurtured.
- We believe that a child's physical, emotional and social needs are integrally tied to the fulfillment of his/her intellectual needs, and readiness to learn.
- We believe that each child is unique and requires the individual attention and services of all members of the school community.
- We believe that children must be challenged to reach and appreciate their own individual highest potential.
- We believe that students learn best through authentic experiences.
- We believe that every member of our faculty, staff and student population is contributing to and benefiting from the total learning experience.
- We believe in meeting the learning needs of individual children through the use of a diversity of instructional tools
- We believe that a safe and clean environment facilitates maximum success in students.

Program offerings supporting belief statements:

Rtl (Response to Intervention)

School-wide reading intervention block (all teachers work collaboratively to skills group students for intervention/enrichment

SOAR (instructional discipline model) guiding consistent behavior expectations for children across the building

SOAR (instructional discipline model) recognition quarterly

SOAR daily recognition through sticker distribution awarding classrooms and children for model behavior.

Standards based grading (scoring children on progress in relationship to standards)

Weekly teacher meetings with grade levels analyzing student data and planning for common core instruction.

Safety patrol (leadership students)

Display of student work (art work and student academic work)

New Teacher Induction Plan

Weekly Administrative Team Meetings

## **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 staff achievements:

RDES has a district teacher of the year on staff (Shawn Carlstedt)

Notable Student Achievements:

RDES offers an art enrichment program. These children created art displays that were showcased in the local community.

RDES offers a 4th & 5th grade chorus program. Students from this program have performed both locally and regionally.

RDES offers an Honors Choir in addition to the 4th & 5th grade chorus program.

RDES offers an STLP program (Student Technology Leadership). Students compete at the district and regional level.

RDES offers Girls on the Run through Family Resource. This program encourages intermediate girls to engage in physical activity for health benefits. This program also encourages self esteem.

RDES offers a Guys on the Go program. This program encourages intermediate boys to engage in physical activity while encouraging self esteem.

RDES offers an Archery Club after school

RDES staff and students are the #1 school in the district on the KPREP assessment in 2015.

RDES is recognized by the state as being a distinguished school in 2015.

Areas for improvement:

- Continued focus in the area of reading and math moving towards higher goals of proficiency
- Continued work with closing the non-duplicated GAP group
- Continued work in the area of writing proficiency
- Continued work on program review scores

## **Additional Information**

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

RDES is more than a score! The love RDES teachers have for the children they service could never be measured by a standardized or criterion reference test. Although data is essential in school programming and improvement, there is the intangible quality of dedication and love. I am proud of the staff at RDES for maintaining that loyalty and dedication to the children we service.

The RDES SBDM approved a new Health and Wellness policy. The policy encourage student to move more daily. The PTO purchased \$23,000 of playground equipment to encourage active engagement by our students.

Continued challenges face RDES with regard to the transient population, students of poverty and identified special education students. There seems to never be enough resources to support the needs of these children. Although an additional counselor was hired to support attendance and classroom guidance, crisis response and group intervention are still an area of need.

In addition lack of program funding to support resources for instructional design and delivery pose a huge problem. Teachers spend hours scrambling to locate resources that are congruent to common core. PD funding is minimal to support continued training for teachers in the area of conceptual math and comprehensive reading instruction. Both district and state financial support are essential in this area in order to school improvement to occur.