



Comprehensive School Improvement Plan

Porter Elementary School
Johnson County

Sandra Music, Principal
7210 US 321 S
Hagerhill, KY 41222

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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).</p> <p>Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.	See attached Equitable Access from the School Equity Data Tab. Self-Selected Data added included	Porter Elementary School Equity Diagnostic Chart

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.

Porter currently has 22.6 turnover teacher rate which is much higher then the district and state. Also, we have 9.5 identified as KTIP (or new teachers). 28% of our staff have less then three years experience. We have identified these as possible barriers in ensuring equity to all students at all grade levels in all content areas.

Further, we have 16.1 Special Needs population and 14.2 Gifted and Talented population. Our attendance rate is 93.7, however, our goal is 95%. We have over 70% Free/Reduced Lunch total population. Further, we have a 2% (7 students) who were identified as Homeless. These are areas that we also are monitoring.

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.

Porter currently has 22.6 turnover rate which is much higher then the district and state. Also, we have 9.5 identified as KTIP (or new teachers). 28% of our staff have less then three years experience. We have identified these as possible barriers in ensuring equity to all students at all grade levels in all content areas.

Some of the turnover rate was due to a high volume of teachers retiring in the past few years. We had a few teachers that transferred out of the school district for personal/family reasons. Also, a higher number of turnovers were due to the transition of Special Education teachers within the district. In fact, two grade levels were assigned to different Special Needs teachers within one year due to the transitions/transfers within the district in the area of Special Education.

We believe that with so many new teachers to Porter (via KTIP, MAT, or new to our school), some root causes for concern are sustaining a collaborative culture that promotes team work and on-going professional support and learning. Further, we know that administrators and

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teacher leaders need to provide outside as well as inside the classroom assistance to improve on the quality of the new teacher's strategies and understanding of effectiveness.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	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. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.	See attachment of School Equity Goals for Porter Elementary.	School Equity Goals Porter Elementary

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-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:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a behavior by participating and monitoring Professional Learning based on professional growth needs and effective instructional practices by 10/01/2018 as measured by PD Logs, PGPs, PLC Notes, E-Mail Communication, Walkthroughs, Observations, and Teacher Meeting Agendas.

Strategy1:

Professional Learning Opportunities - Teachers and Administrators will participate in Professional Learning opportunities to allow for better implementation of domains (Planning/Preparation, Classroom Environment, Instruction, Professional Responsibilities, Student Growth) into

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the classrooms utilizing the Teacher Professional Growth Effectiveness System (TPGES) and other Best Practices identified in teacher's Professional Growth Plans.

Category: Professional Learning & Support

Research Cited: PGES Framework

Activity - Leader in Me Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will participate in the Leader in Me process and will participate in Professional Learning opportunities to ensure fidelity of the total process to continue the improvement of the school culture and academic learning.	Parent Involvement Recruitment and Retention Academic Support Program Behavioral Support Program Direct Instruction Professional Learning Other - Leader in Me	01/02/2017	07/31/2019	\$5000 - District Funding	All Staff

Activity - Highly Effective Teachers/Leaders Best Practices (PGES)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Administrators will participate in Professional Learning Opportunities in the Professional Teacher Growth Effectiveness System and other Best Practices identified in teacher's Professional Growth Plan toward their specific needs identified in the self reflection process. (Book Studies--Daily 5, Whole Brain, Quality Questioning, Kagan, etc.). Strategies outlined in the Equity Tab will be utilized to ensure recruitment and retention of highly qualified teachers/leaders (Peer Observations, Look Fors and Non-Negotiables, Teacher Handbook Best Practices, etc.). As part of the Lighthouse Team, Action Teams will be integrated to ensure strategies and activities that are important to teachers are implemented and remain overtime.	Professional Learning Recruitment and Retention	01/02/2017	07/31/2018	\$1000 - District Funding	All Teachers and All Administrators

Activity - TPGES Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all new teachers are updated and knowledgeable of the components of PGES and assist in the implementation of each domain of the new Teacher Professional Growth and Teacher Effectiveness model, utilizing the implementation plan timeline for complete fulfillment of TPGES as outlined in the district protocol. (Evidence may include: Participate in New Teacher District Program, Peer Observations, Peer Observer On-Line Training, etc.)	Professional Learning Recruitment and Retention	01/02/2017	07/31/2018	\$0 - No Funding Required	Principal, Assistant Principal, and Instructional Supervisor Assigned to PES, KTIP and MAT Mentors

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Activity - Teacher Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Action Team will continue to allow for teachers to engage in before/after school Professional Learning. The Action Team will determine educational books that they want to further their knowledge base and abilities to offer effective instructional strategies for their classroom and students. (Some books selected may include: Kagan, Whole Brain, Worksheets Don't Produce Dendrites, etc.)	Professional Learning Recruitment and Retention Career Preparation/Orientation Academic Support Program	01/02/2017	07/31/2018	\$0 - No Funding Required	Book Club Action Team

Measurable Objective 2:

collaborate to align curriculum and resources to the new Science and new Social Studies standards by 07/31/2018 as measured by pacing guides, formative and TCT assessments, and lesson planning.

Strategy1:

Science Standards Initiative - Utilizing district and school level PLCs, teachers and instructional leaders will network to help align curriculum and resources for the Next Generation Science Standards, ultimately helping teachers to integrate best practices toward the teaching and learning process of the new Science Standards.

Category: Integrated Methods for Learning

Research Cited: TPGES Framework/Next Generations Science Standards/State Accountability Model

Activity - Stemscores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of Science will utilize Stemscores as a resource to help integrate best practices and strategies outlined in the Next Generation Science standards.	Professional Learning Other - Hands-On Materials and Resources Academic Support Program Direct Instruction	01/02/2017	07/31/2018	\$1000 - School Council Funds	Science Teachers

Activity - Science Standards Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning opportunities (release time, PLC, PD) to integrate the new Science standards into lesson planning. Part of this PL will include Stemscores, TCT, etc.	Professional Learning	01/02/2017	05/31/2018	\$500 - District Funding	All Science Teachers

Strategy2:

Social Studies Initiative - Utilizing district and school PLCs, instructional leaders will network to align curriculum and resources to the new Social Studies Standards, ultimately to help influence best practices in the teaching and learning of the new Social Studies Standards.

Category: Integrated Methods for Learning

Research Cited: New Social Studies Standards

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Activity - Social Studies Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning opportunities (work release, PD, PLCs) to integrate new Social Studies standards into lesson planning.	Professional Learning	01/02/2017	07/31/2018	\$500 - District Funding	Social Studies Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the number of students scoring Proficient/Distinguished in Writing by 11/30/2018 as measured by K-PREP Writing Scores.

Strategy1:

Writing Across The Curriculum - Utilizing the adopted Literacy Protocol and Best Practices for Writing, teachers will monitor student's writing samples and monitor the integration of writing strategies in all classrooms using common language and common practices to build Writing Capacity and Literacy at all grades. Writing is monitored and scored three times a year; including a pre-post writing/scoring.

Category: Integrated Methods for Learning

Research Cited: ELA Standards/Literacy Plan

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all classrooms will implement effective writing strategies (utilizing ELA, LTF, work from PLCs, and/or Professional Learning Opportunities) in all classrooms and will participate in monitoring of the school-wide Writing Literacy Program at least three times a year.	Professional Learning Policy and Process Direct Instruction Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Teachers

Goal 2:

STATE GAP GOAL: Porter Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 62.3 to 78.7 by 2019 as evidenced by state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Reading from 74.0 to 76.1 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Target..

Strategy1:

Reading Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will meet in PLCs to integrate effective literacy strategies and collaborate resources to help students develop their literacy skills. Further, teachers will progress monitor data literacy points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

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Activity - Reading Best Practices/Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following our Literacy Plan, we will integrate multiple models of strategies and resources to help students develop better reading and communication skills (comprehension, fluency, word knowledge, phonetics, phonetic awareness, responding in writing, Daily Five and CAFE in Primary, differentiated leveled readers, etc.).	Academic Support Program Direct Instruction	01/02/2017	11/30/2018	\$500 - Other	All LA Teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Mathematics from 62.0 to 70.7 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Targets..

Strategy1:

Math Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will integrate multiple models of strategies and resources to help students develop better mathematical concepts and understandings of the standards. Further, teachers of math will progress monitor data points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Activity - Math Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of mathematical resources and effective strategies to ensure student mastery in the concepts of Math. Teachers will use the adopted Envision Math textbook and on-line resources, Education Galaxy, problem solving strategies (POD), quick math facts, FAL lessons, and/or Envision Intervention/Enrichment strategies, etc. Teachers will use data points to regularly monitor student's progress in mathematical concepts.	Direct Instruction Technology Academic Support Program	01/02/2017	11/30/2018	\$0 - No Funding Required	All Math Teachers

Measurable Objective 3:

collaborate to decrease students in the Gap Groups by 11/30/2018 as measured by decreasing the number of students in the non-duplicated Gap Group on K-PREP assessments..

Strategy1:

Monitoring of Learning - Teachers and students will integrate data notebooks to monitor learning. Students will be asked to monitor their learning targets in Reading, Mathematics, and Writing in a Student Data Leadership Notebook. Teachers will create a Data Wall and monitor students who have scored novice on state assessments. Further, teachers will utilize PLCs to monitor learning goals throughout the year (at least three times).

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me/Progress Monitoring

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Activity - Teacher Data Wall/Leadership Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a Data Wall for students scoring Novice on the state assessments. Further, teachers will maintain a Teacher Data Notebook in order to progress monitor students learning of targets (at a minimum of three times a year).	Other - Leader in Me-Aligning Academics Direct Instruction Behavioral Support Program Academic Support Program Professional Learning	01/02/2017	05/31/2018	\$0 - No Funding Required	All La and Math Teachers and Special Needs Teachers

Activity - Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to utilize protocol for Rtl. Students identified in Tiers II and III will receive serviced beyond the regular math and reading program to ensure students reach proficiency at all grade levels. Rtl will use monitoring tools outlined in the PAWS Behavior Plan, District and School Rtl documents, and documents and assessments used in RTA.	Academic Support Program Technology Professional Learning Tutoring Behavioral Support Program Policy and Process Direct Instruction Parent Involvement	01/02/2017	05/31/2018	\$0 - No Funding Required	All Classroom Teachers/RTA/Counselor

Measurable Objective 4:

collaborate to decrease the number of students in the gap grades/group (third and fourth grades) scoring at the novice level in Mathematics by 11/30/2018 as measured by reduction of novice scores by 10% per year on the K-PREP Assesment..

Strategy1:

Mathematical Practices for Gap Groups - Teachers will utilize "best practices" for teaching math including problem solving (POD), hands-on manipulatives, integrated technologies, Envision on-line resources, FAL lessons, Envision Math Textbooks, Environ Intervention and Enrichment activities, and/or Education Galaxy. Small groups will be offered in the regular classroom for students who need intervention.

Additionally, students identified will receive Rtl services in math. A focused, intentional Math Intervention/Enrichment block will be included additionally. Novice students identified as well as those who are struggling in the current content will receive intervention at all grade levels.

Category: Continuous Improvement

Research Cited: Novice Reduction Strategies/Gap Group Strategies

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Activity - Envision Daily Common Core Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in third grade will implement daily Common Core Review to keep previous topics reviewed so that students retain mathematical processes necessary to continue their learning. Teachers will use these reviews to monitor student's in the content area of Math throughout the year. This will help ensure appropriate Interventions are implemented as needed and as they occur in the teaching and learning.	Direct Instruction Other - Novice Reduction Strategy/Monitoring Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Third Grade Teachers

Activity - Daily 3 Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in primary grades will begin to implement strategies from a Book Study on the Daily 3. Strategies target all students mathematical needs and allows for individualized learning in areas needed as they occur.	Professional Learning Academic Support Program Direct Instruction	01/02/2017	11/30/2018	\$0 - No Funding Required	Primary Teachers

Goal 3:

INSTRUCTIONAL RESOURCES GOAL: PES will utilize a variety of resources to provide engaged, positive, safe, learning environment for each child as evidenced by performance/perception data and other non-academic indicators by 2019..

Measurable Objective 1:

collaborate to support an engaged, positive, safe, learning climate so that all students will become proficient/distinguished, minimize gaps, and show learning growth by 06/29/2018 as measured by School Safety Plan, PD Logs, PGPs, PTO Minutes, FRC Logs, Advisory Council Agenda/Minutes, SBDM Agenda/Minutes, Sign-In Sheets, Walkthroughs, Lesson Plans, Schedules, Calendars, Webpages, Newsletters, Technology Logs, IC, CiiTS, Program Reviews, etc..

Strategy1:

Stakeholders - Parent and Community Stakeholder involvement is essential to closing achievement gaps and providing effective programming in collaboration and addition to the regular instructional program. Therefore, numerous strategies will be utilized to ensure effective stakeholder involvement and engagement in their learning environment and school structure.

Category: Stakeholder Engagement

Research Cited: Missing Piece/TPGES Domains 1, 2 and 4

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Activity - Surveys	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will utilize analysis from the TELL Survey, Val-Ed Survey, Student Voice Survey, FRC Surveys, Parent Surveys, Community Input, etc.to make adjustments in order to accelerate learning, establish important structures and routines, develop balanced approaches, utilize multiple measures to impact improvement, to empower teachers and develop leaders, and involve all stakeholders in the learning environment and school decision making.	Academic Support Program Professional Learning Other - District/State/School Surveys Parent Involvement Technology Community Engagement Behavioral Support Program Recruitment and Retention Policy and Process	01/02/2017	05/31/2018	\$500 - School Council Funds	All Certified Staff

Strategy2:

Leader in Me Process - Through the on-going process of implementing The Leader in Me, teachers will share in the decision making and problem solving needs of our school's culture and learning. A Lighthouse Team will help guide the team sharing responsibilities and oversee the effective implementation of The Leader in Me. Action Teams will drive the goals set by the staff. This includes Students Lighthouse Team goals, as well. Universal challenges that will be focused on is Leadership (ensuring leadership skills using the 7 Habits are effectively taught to staff, students, and families), Culture (seeing that the learning environment is conducive for student achievement and for staff performing to their fullest potential), and Academics (empowering students to take responsibility for their education through applying key leadership principles such as goal setting. It also enables staff to focus on the highest academic priorities outlined as needs).

Category: Stakeholder Engagement

Research Cited: Franklin Covey, 7 Habits and The Leader in Me

Activity - Lighthouse/Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lighthouse Team will support the learning culture as it works to create a leadership environment, align academic systems, and teach leadership principals. A Student Lighthouse Team will continue to implement their goals that are set. Action Teams will be put in place as needed and as goals are identified in the school.	Academic Support Program Professional Learning Recruitment and Retention Parent Involvement Community Engagement	01/02/2017	08/30/2019	\$0 - Other	Lighthouse Team Members/Action Team Members

Strategy3:

Safe School Learning Environment - A variety of programs and initiatives will be utilized to ensure a safe, positive learning environment for all students.

Category: Stakeholder Engagement

Research Cited: Safe Schools/PBIS

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Activity - PAWS Behavior Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Implement and continue to practice "PAWS" a school-wide behavior plan to ensure desirable behaviors of students, consistent with a safe and positive learning environment utilizing "The Seven Habits of Highly Effective Kids" and common words "Respect, Responsibility, Ready, and Safe". Parents and community will have opportunities to learn about the PAWS and Leader in Me process via face-to-face meetings, Curriculum Showcase, brochures, kiosk, newsletters, webpage, etc.	Policy and Process Community Engagement Parent Involvement Professional Learning Behavioral Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Teachers and Administrators, Counselor, Lighthouse Teams

Activity - School Safety	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff members will practice safety drills, monitor student/adult behavior that exhibits safety risks, utilize school monitoring tools and resources, and utilize the school's Safety Plan to ensure safety of students, staff, and parents. Staff, Coaches, and Parent Volunteers will participate in PBIS annual updates. Safety Plan will be updated annually to reflect necessary changes based on data.	Professional Learning Community Engagement Policy and Process Parent Involvement Behavioral Support Program Extra Curricular	01/02/2017	05/31/2018	\$0 - No Funding Required	Administration and Staff/Volunteers/Coaches

Strategy4:

Technology - Teachers and students will utilize a variety of technology resources to enhance learning and programs in all content areas.

Category: Integrated Methods for Learning

Research Cited: TPGES Framework//21 Century Skills

Activity - CIITS Tracking for TPGES	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and leaders will utilize CIITS as a means of sharing their Professional Growth Goal (PGG), Student Growth Goal(s) (SGG), Self-Reflections, Observations, etc. Further, resources may be utilized as a means of integrating effective instructional practices and gaining educational resources. The Assessment Admin Module can be used to create assessments, the School & District Data Module to view key performance indicators to create reports, participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and/or will access professional learning opportunities through EDS.	Technology Professional Learning Academic Support Program	01/02/2017	07/31/2018	\$300 - District Funding	All Teachers and Administrators

Goal 4:

NOVICE REDUCTION GOAL: Porter Elementary will reduce the number of students scoring Novice in Reading (to 7.0) and Mathematics (to 7.25) for a total reduction of 50% by 2020 as indicated by state assessment results.

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Measurable Objective 1:

10% of All Students will demonstrate a proficiency by a decrease of 1.45 (to 11.6 total) in the number of Novice students in Mathematics by 11/30/2018 as measured by state assessment state results..

Strategy1:

Aligning Academics for Novice Reduction - Utilize Leader in Me Aligning Academics process for engaging students in their own monitoring of their learning both with academics and personal WIGs. Encourage leadership roles at all grade levels and in all classrooms. Encourage accountability partners in all classrooms. Classrooms keep a Scoreboard for class goals. Students maintain Data Leadership Notebooks for their WIGS.

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me

Activity - Focus on Wildly Important Goals (WIGs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers with student input will write smart class goal(s) to monitor throughout the year. Goals should include AR, Attendance, Behavior, and a Math or other subject area goal for that specific classroom and placed on the classroom Scoreboard and monitored at a minimum of weekly. Students will maintain academic and personal goals to monitor in their Data Leadership Notebook and should be monitored at a minimum of weekly. Accountability Partners will be identified to help students monitor and celebrate goals.	Professional Learning Behavioral Support Program Academic Support Program Other - Leader in Me Direct Instruction	01/02/2017	05/31/2019	\$2000 - District Funding	All Teachers

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?

The stakeholders that engaged in completing the Missing Piece diagnostic includes:

The Principal (Sandra Music)

Assistant Principal (Barry Fannin)

Teacher Leaders (Selena Cochran and Heather Butcher)

FRC Director (Lynn Wilcox)

SBDM Members (Selena Cochran (Parent/Teacher), Ashley Branham (Teacher), Valarie Breeding (Parent/Counselor), Lisa Vanhooose (Parent), Bailey Burke (Parent))

Board Liaison (Shauna Patton)

Relationship Building

Overall Rating: 4.0

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	Statement or Question	Response	Rating
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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	Statement or Question	Response	Rating
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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 4.0

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	District and school leadership ensure that student achievement is discussed each semester with all parents.	Distinguished

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District and school culture audits or surveys are conducted each year with all stakeholders and response rate is at least 75%.	Distinguished

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholders help plan district and school survey content regarding school performance as it relates to their child.	Distinguished

Decision Making

Overall Rating: 3.43

	Statement or Question	Response	Rating
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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	Statement or Question	Response	Rating
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.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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 and stakeholders are trained to create, measure and sustain authentic participation in all areas of school improvement at School and district level.	Distinguished

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 4.0

	Statement or Question	Response	Rating
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.	District and school staff supports a community of trained parents and advocates who work together to ensure all students are meeting their academic goals and learning needs.	Distinguished

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

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

	Statement or Question	Response	Rating
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 staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	Statement or Question	Response	Rating
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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	Statement or Question	Response	Rating
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

Learning Opportunities

Overall Rating: 3.17

	Statement or Question	Response	Rating
6.1	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.	Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	Proficient

	Statement or Question	Response	Rating
6.2	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.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

	Statement or Question	Response	Rating
6.4	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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 4.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School staff networks and partners with multiple businesses and organizations to support student achievement at a school council and a programmatic level.	Distinguished

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership and council compacts with an employer network that promotes adult participation in education.	Distinguished

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

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

Reflection

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

After reflecting on the "Missing Piece" objectives we believe that our strengths are the way our staff builds productive, caring, personal relationships with the parents/guardians and stakeholders of our students. Further, numerous means of communication is used to ensure parents are aware of the academic achievement of their child (and the success of our school as a whole). Parents make thoughtful comments about how the individual needs of their children are being met at Porter. Decision making is shared with parents in a variety of means (newsletters, calendars, personal contacts, webpages, face to face, school phone messenger, social media, Eagle Express, local media, kiosk, marquee, etc). Although, we do not have a lot of parents that are "leaders" in terms of their time and resources, we have thousands of hours donated annually for participation, coaching, volunteering, etc. Further, our PTO, FRC Advisory Council, Grandparents Group, and SBDM has numerous parents and community stakeholders who serve in leadership and communicative roles. We are diligent about finding partnerships and stakeholders to participate with and within our school to support the learning environment at PES. We partner with UNITE, 4-H, Mountain Comp, local Homeless Shelter, boy scouts, girl scouts, Soil Conservation, Public Library, Sheriff's Office, Food Pantry, JCHS, MSU, etc. to assist in providing experts in a variety of fields to impact the learning and resources available to our students and families. Although we have numerous ways to seek parent advocacy and learning opportunities for parents a few methods that we use at Porter are monthly PTO meetings, Curriculum Showcase, Kindergarten/Parent Camp, Transitional Parent Meetings, Parent Expo, FRC provided parent workshops, FRC Grandparent trainings, etc.

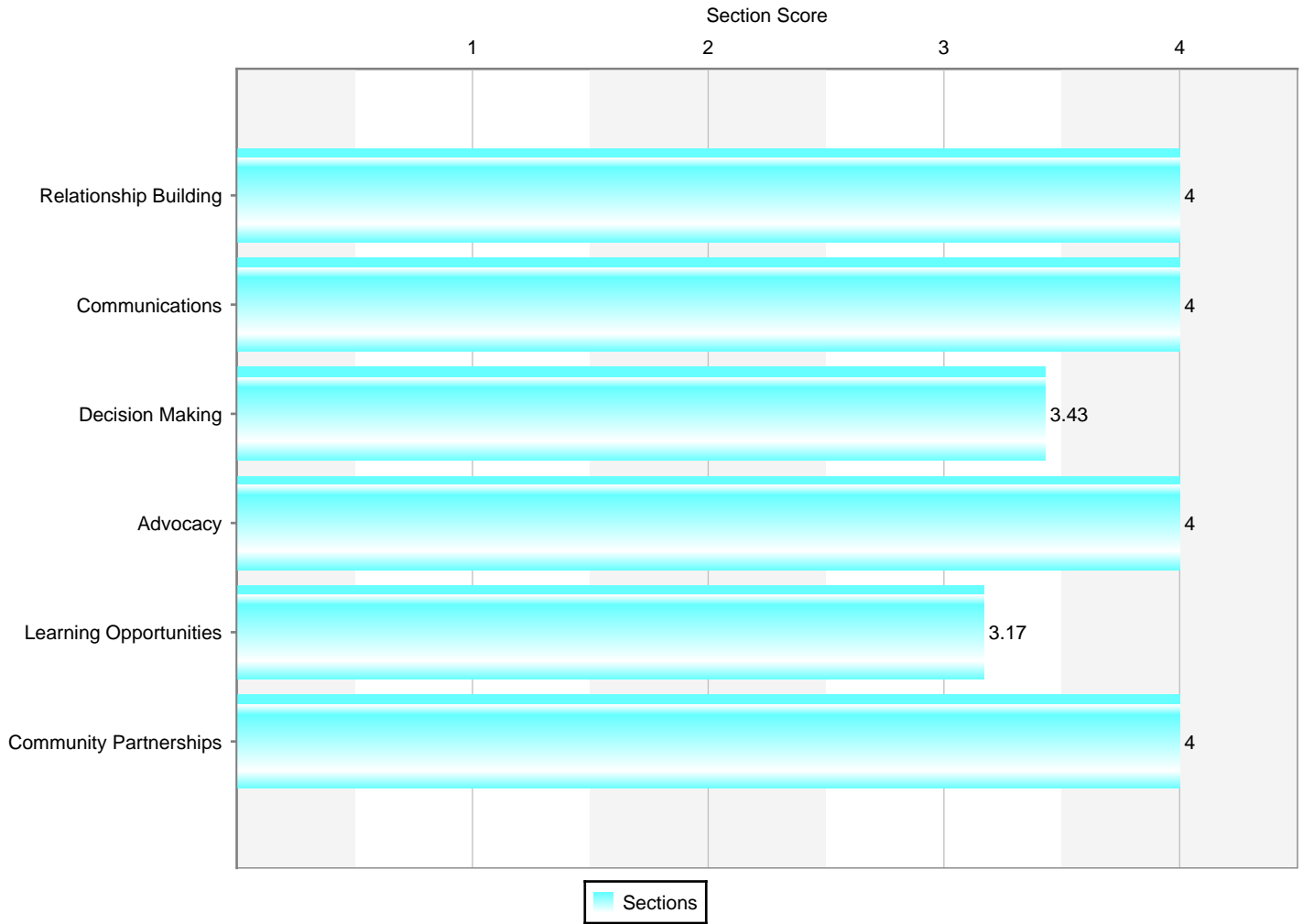
We believe that in order to sustain these strengths we need to continue offering opportunities and advocating for programs to partner with our school to impact student learning and success. We poll parents annually regarding needs, services, programs, etc. This data is collected through a variety of ways (PTO, FRC, Title I Compacts, Principal requests for input, schooldigger.com, Great Schools site, SBDM meetings, counselors, etc.). We have a district policy for the collection of academic and non-academic data. We utilize the data that we collect by a variety of resources to help impact our decision making but do not have a guideline or policy in place.

Although, we have a lot of parent and stakeholder involvement and collaboration, positive feedback from parents and stakeholders, and collection of data, our school does not have written policy regarding some of the questions asked in the "Missing Piece" document. For example, there are not school policies addressing parent and/or stakeholder observations in the classroom, procedures for data collection, etc.

SBDM may want to consider creating policies in the areas that are marked "Novice/Apprentice" in the Missing Piece" document as a means of improvement.

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.

The process to engage a variety of stakeholders in the school improvement plan begins with data from numerous resources. Information gained from these resources guide the membership of the teams that review the data to ensure the overall goal of providing a successful learning environment for students.

All teachers belong to a Professional Learning Community within the school that guides much of how we go about reviewing data to impact learning outcomes. In addition to a school PLC, most teachers also belong to a district PLC, which provides even further information and resources that impact our decisions.

Porter is a Leader in Me School and as part of the process we have a Lighthouse Team that serves as a representation of stakeholders for our school to ensure fidelity of the process. We currently have a staff and student Lighthouse Team with the integration of a Parent Lighthouse Team to come within a year. Action Teams are formed to ensure important events/activities "get done" through a collaborative effort! This shared leadership ensures the continued involvement of all stakeholders in the improvement of our school; including teachers, students, parents, etc. Further, Accountability Teams/Partners are in place as a check and balance ensuring the staff is "living the seven habits" of great leaders.

The Family Resource Center Director and Advisory Council serve as a team of stakeholders composed of parents, teachers, administrators, and community liasons. This group reviews non-cognitive data that helps guide decisions beyond achievement scores and support families. Through the FRC, a grandparents' support group also is encouraged to participate in the process of improvement.

The Parent Teacher Organization (PTO) meets monthly throughout the school year and helps provide funding, suggestions, and other resources to impact learning. The PTO, the largest parent organization in our school also coordinates the election process of the SBDM Parent Rep.

Numerous community partnerships are utilized to impact the total instructional program. Their input on programming assists us in determining needs, especially in the area of the arts and health education (Cub Scouts, Girl Scouts, UNITE, Conservation, 4-H, etc.). Parent-Conerence nights, assemblies inviting parents, parent reading/math nights, monthly newsletters and calendars, Eagle Express, Curriculum Showcase, current webpage, kiosk throughout building, etc....are all ways to communicate with parents to encourage input on the learning activities and events at PES.

Parent volunteers are encouraged at Porter with thousands of hours annually devoted to activities and events offered to our students.

District Instructional Supervisors are utilized for valuable input on effective programming and school improvement.

There is an intentional effort to recruit and encourage parents to become partners in learning, actively engaging parents in the process of planning for learning and target school-parent programs to the needs of the community and families. Some of the efforts conducted are, as followed:

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- Encourage parents to be more than volunteers; parents participate in planning, review, and evaluation of the program as well as school activities and organizations.
- Communicate with parents to maximize instructional time for students and foster a team effort.
- Follow a philosophy that school is a place where parents, as well as children, can learn and that entire families should use school facilities to meet their needs.
- Communicate information to parents through numerous types of communications.
- Provide events (e.g., video tapes, newsletters, open house, and display of student work) for parents in order to broaden their understanding of the program.
- Develop partnerships with local businesses and community groups to foster successful schools.

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

Numerous stakeholder groups are utilized to develop strategies and activities to improve the learning environment. These groups represent the idea "It takes a whole village to raise a child!" Groups play different roles in their advisory, assistance, and resources to the total school program. Ideas/suggestions are then developed and utilized within the improvement. Groups utilized are:

Teachers

Teacher Team/Grade Leaders

Lighthouse Leader Team

Lighthouse Student Team

Parents

Administrators

Family Resource Center Director & Advisory Council

Grandparents Support Group

Parent Teacher Organization (PTO)

SBDM Council

District Instructional Leaders

Community Partnerships

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 improvement plan was communicated to all stakeholders through a variety of ways. Much of the information is related to teacher within Professional Learning Communities; either by administration, teacher leaders, or peer teachers. Teachers also review and voice ideas for policies during teacher's meetings. The school's Lighthouse Team also oversees certain agendas, which are carried out by action teams represented by additional staff members. All parents are invited to PTO/SBDM meetings via communication such as: newsletters, webpages, marquee, etc. The community is also represented through partnering with many of organizations, as well as volunteering for events.

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?**

Data Analysis of the Kentucky Unbridled Learning Next Generation Assessment and Accountability Model helps our school to identify achievement, gap, growth needs, and novice reduction. Group reports provide summaries of information about how groups and sub group populations performed on the state assessment using the adopted Common Core Standards. Individual student reports from state assessments provide specific information about how a student performed on the K-PREP assessment. It also helps teachers and parents identify areas that the student performed well in or identify areas of need. Additionally, a few Special Needs students take an Alternate KPREP assessment. This alternate assessment is based on the Common Core Standards but the overall performance is on Attainment Tasks in reading, mathematics, social studies, science and writing. Attainment Tasks are picture-based multiple-choice items.

Although state assessments are great indicators of student progress, they are just based on a one day performance. Therefore, it is important to consider how students perform in other avenues. For that reason we also consider classwork, special projects, other formative, summative, and benchmark assessments. Some students may perform poorly on a state assessment but work above average in the classroom. Some students perform proficiently on a state assessment yet perform poorly in a classroom setting. We look at indicators that are not present in the data like truancy, attendance, home life concerns, poverty, illness, etc. There are many factors to consider when analyzing student data. Further, we review data from other assessments given throughout the year including Kindergarten Brigance, Brigance for Special Education, K-2 Stanford Ten, Gifted and Talented, Primary Pool, Rtl, TELL Survey, RTA Slossan and Clay Observation Survey, MAF, STAR, STAR Early Literacy, AR, and Education Galaxy, etc. Additionally, staff members also review data from Student Surveys, Val-Ed Principal Surveys, etc. When reviewing the data from state assessments we try to identify any gaps and provide students with interventions and enrichments where needed based on each student's unique educational situation.

We begin our data analysis with a look at how we performed as a school with our overall score, overall percentile rank, and classification of our total performance. We compare these scores within our district and the state. We then look at generalizations in the scores in reviewing our performance on achievement, gap, and growth. Again, we compare our school to the district and the state performances in these three areas. We utilize the Novice Reduction resources (SWAT, Key Core Work Process and 5 Questions) to align our data with goals and strategies. Further, through on-going review of the plan, PLCs monitor the strategies and activities from the prior CSIP and note evidence of their effectiveness or completion. Some goals, objectives, strategies, activities are stopped if they are not working and others can sometimes be ongoing into future CSIPs based on the evidence.

We then analyze the data based on grade, class-teacher, and individual student performance on the state assessment. Teachers analyze their grade level data and review the data for the current students that they teach. This allows for teachers to make professional adjustments to their teaching strengths and weaknesses, as well as use data to help them make curriculum and instruction decisions based on their current student rosters.

This planning and needs assessment data analysis becomes what drives our goals, strategies and activities, and priority targets for our school's Comprehensive Improvement Plan. The Overall CSIP is updated annually with strategies and activities monitored throughout the year, at least quarterly. We ensure fidelity of the Plan by internally monitoring the progress of the Plan on a regular basis throughout the year within Professional Learning Communities, Family Resource Center Advisory Council, PTO input, and SBDM meetings. The SBDM council monitors the CSIP throughout the school year at their regular meetings. Each grade level PLC meets annually with the principal and the KDE
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Needs Assessment district instructional leadership to discuss the data analysis to help impact district planning and needs. Further, we have a lengthy overall data analysis meeting annually prior to the development of the CSIP to ensure all students are making adequate progress toward proficiency.

This meeting allows for a "student data wall" to be created, reviewed, and then monitored throughout the year ensuring effective strategies are in place to reduce our novice and apprentice students. At this time we also update our Professional Development Plan and needs for the upcoming school year.

Information about the Plan will be shared with all stakeholders through informational newsletters and will be shared and reviewed by SBDM council. Further information can be reviewed through the School Report Card available online. The CSIP can also be viewed by the community via our school's web-page or a hard copy can be viewed in the main office of the school.

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 overall strengths based on the 2016 KPREP state assessment places Porter Elementary as a Distinguished School, School of Distinction, and a High Progressing School. In fact, PES has ranked at the Distinguished or higher ranking for the past four years in the Kentucky Unbridled Learning Assessment and Accountability Model. This strong level of achievement places our school in the top 5 percent of schools, scoring better than 95 percent of other elementary schools. Over 84% of students at Porter scored Proficient/Distinguished in Writing and Social Studies and over 70% scored P/D in Language Mechanics. Porter has less than 15% total Novice in Reading and Math content areas. In fact, sixth grade students had zero Novice in Math. Other accomplishments noted in our data analysis include above state level in all content areas. Porter is above the district scores in Reading, Writing, Language Mechanics, and Social Studies. In the district overall, we ranked the second highest scoring school. Greatschools.org community ranks Porter a Five Star (out of five) school. We are very proud of these outstanding academic achievements even though we serve a high population of poverty level students (over 70% free/reduced). We believe that our strong commitment to teaching and reaching all students, having high expectations for learning, and a commitment to providing a safe, positive learning environment are essential to continuous improvement and growth. Over the past few years we have enlisted several initiatives that we believe are helping us to make these significant gains.

- Every teacher participates in Professional Learning Communities (PLCs).
- Response to Intervention (RtI) is implemented in all grades for the content area of Reading and Math. Students who need additional help reaching academic goals or meeting standards are given extra assistance by Intervention Specialist and/or Curriculum Coaches.
- The Master Schedule is created to "best fit" the need of the students.
- Exploratory Classes are added based on Program Review deficiencies and Data Analysis utilizing Title teachers and other resources such as UNITE and ESS Daytime Tutor. Exploratory classes that have been added, include STEM lab and a Writing lab.
- An Intervention/Enrichment time is included at all grade levels to ensure students master standards as they are being taught and/or are being challenged beyond the regular classroom education.
- Teachers ensure their lessons have rigor and there is a high expectation for learning the standards/targets.
- Teachers and students use "I can" statements to ensure a focus on the Common Core Standards.
- Data Leadership Notebooks are utilized at all grade levels to monitor and track their learning.
- Writing integrated in all content areas and across all grade levels and in a variety of forms.
- Teachers provide effective models for writing and use a variety of mini-lessons and strategies to teach effective writing skills. We believe that implementing these types of strategies has helped us to raise student achievement, identify gaps, and show growth of learning over time.
- Teachers utilize a variety of resources to impact instruction (CIITS, Accelerated Reader, Education Galaxy, Edmodo, Google Classroom, GoNoodle, Edpuzzle.com, Whole Brain, Daily 5, etc.).
- Edmodo is utilized for Non Traditional Instructional (NTI) Days and collaboration of assignments between work and home.
- Integration of Leader in Me Process.
- Integration of Professional Learning of Quality Questioning Techniques, Whole Brain strategies, QFT, Kagan engagement activities.
- The curriculum is paced at all grade levels and formative, summative, and benchmark assessments are used to guide lessons/units.
- Teachers designate a larger amount of instructional time during the day designated to Reading, Writing, and Math common core standards.
- A variety of groupings are used to serve the learning needs of the students and the class being taught (whole group, small group, partner, individual, ability, heterogeneous, female/male, and cooperative to name some of the grouping considerations based on student/group needs).

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- Teachers differentiate instruction (based on pace, depth, resources, product, process, delivery of content, and/or assessment) and adjust assignments so that students are challenged or receive additional help to meet their needs.
- Technology is utilized by both students and staff with 21st century including a 50" monitor, student responders, iPad in every classroom, two mini iMac labs, one full class size iMac lab, mondopad, and two mobile labs.
- Teachers read aloud daily to students and students are given time to read every day during uninterrupted reading time.
- A school-wide Writing/Literacy Plan is in place and followed.
- A school-wide Behavior Plan is in place and followed.

Opportunities for Improvement

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

Although Porter Elementary Achievement scores are among the best in the district and above state level averages, we continuously look for ways to employ best practices and strategies to ensure mastery of student learning. In reviewing the 2016 K-PREP data analysis the needs assessment teams identified a few areas of weakness to ensure we move even higher on the track to ensuring all students are career and college ready. In looking at the overall achievement, gap, and growth scores, Porter scored the lowest in the content area of Mathematics.

Further, Both third and fourth grades have a high number of Novice and Apprentice in Math. Also, subgroup populations varied among genders--girls out performed boys in some content areas where in other areas boys out performed girls. Teachers will be looking for ways to ensure gender equity strategies in the classroom like random systems of calling on students, use of wait time, implementing think, pair, share, etc. Also, looking for books and themes that may interest males and females. Three year comparisons of the math scores still indicate this is an area of weakness. Teachers will be implementing more strategies to address understanding of basic numeracy skills and problem solving. The purchase of new math textbooks we believe will also help in the alignment of math concepts being taught at all grade levels. To ensure we improve in the deficient areas, our assessment teams have identified strategies and activities for continued improvement in the content area of Mathematics. Novice Reduction goals are being implemented to specifically monitor and ensure strategies are being effective. A Data Wall is being used to track students who are Novice and/or Novice over time. We also have a large number of Apprentice scores so these students are also being tracked, targeted for intervention, and monitored.

Our teachers are working hard to provide a rigorous instruction and curriculum aligned with the Common Core Standards. Also, there is a focus on providing intervention and enrichment strategies and activities to engage all learners to their highest ability. An increase in problem solving activities will be implemented to raise math comprehension and in the primary grades an alignment of math skills to ensure there are no gaps.

Also, we believe that in Reading we can still work toward better comprehension and overall reading mastery of skills. Drilling down even further in the data analysis, we believe that inferring is a skill that has been identified as needing more attention in lesson planning. With the New Generation Science standards being implemented and the continued need to focus on math standards, we will continue our implementation of a STEM lab, where students will receive extra time in the areas of Science, Technology, Engineering concepts, and Math once a week.

We believe that the work of learning begins at home, well before Kindergarten begins. Therefore, we will collaborate with our preschool/Head Start program to ensure younger students obtain the readiness skills necessary to start Kindergarten more successful. A Universal Screener will be used in Head Start and shared with Kindergarten teachers so that transitioning of these young students to school will be better. Data from the Brigance shows that students exposed to Daycare performed much higher on readiness skills. Also, the Head Start program will be implementing higher standards based on alignment with goals set by Kentucky and their national program. Further, we plan on utilizing CIITS resources and New Teacher Effectiveness Model as a way to gather and share resources and strategies to impact instructional choices.

Teachers have identified student's performance levels on last year's K-PREP test and are monitoring Novice and Apprentice students. These students will receive interventions throughout the year (as needed) in Reading and Math. In addition to cognitive strategies, teachers and administrators are looking more closely at other indicators that are not presented in a "test score". Non-cognitive indicators such as truancy, attendance, behavior, home life, illnesses, etc. will be monitored. Porter offers numerous incentives for great attendance. Students who miss

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will receive a phone call home each day they miss. Truant students will be turned in to the district DPP. The PAWS Behavior Plan and Leader in Me process helps keep behavior problems to a minimum. However, the on-site Mountain Comp and school counselor will address behavior issues as they arise for those with concerns. The FRC will be involved in home visits of students and families with concerns. Administrators and teachers will also utilize calls home for "positive" shout outs.

Conclusion

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

To ensure continued progress on the Unbridled Learning Assessment and Accountability Model, Porter Elementary plans on setting quarterly meeting times to analyze areas of Writing, Practical Living, Visual and Graphic Arts, the K-3 Program, and Global Competency and World Language Program Reviews.

Porter will have a strong focus on Mathematics for all grade levels in the upcoming year. Literacy/Reading is still a focus across all grade levels with strategies and goals in place to ensure all students are reading on level and writing proficiently. The Leader in Me process is being implemented to grow effective leaders in a culture conducive to learning with best practices for students and teachers ensuring they gain skills that will help them in school and in life. Teachers will continue meeting in Professional Learning Communities throughout the school year to help in the monitoring of the Plan to ensure fidelity and to monitor student progress. The SBDM Council and administrators will monitor the Plan throughout the year to ensure goals, targets, and activities are being met and if not will identify "fix it" strategies and/or or identify root causes to any parts of the Plan that are not being implemented.

The Needs Assessment teams will provide recommendations of strategies in the areas of Curriculum, Assessment, Instruction, Student/Family/Community Support, Professional Development, Leadership, Organizing/Planning, and School Culture.

2016-2017 Porter Elementary KDE Comprehensive School Improvement Plan

Overview

Plan Name

2016-2017 Porter Elementary KDE Comprehensive School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.	Objectives: 5 Strategies: 7 Activities: 18	Organizational	\$223000
2	STATE GAP GOAL: Porter Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 62.3 to 78.7 by 2019 as evidenced by state assessment results.	Objectives: 4 Strategies: 4 Activities: 8	Organizational	\$500
3	INSTRUCTIONAL RESOURCES GOAL: PES will utilize a variety of resources to provide engaged, positive, safe, learning environment for each child as evidenced by performance/perception data and other non-academic indicators by 2019..	Objectives: 1 Strategies: 5 Activities: 15	Organizational	\$122800
4	NOVICE REDUCTION GOAL: Porter Elementary will reduce the number of students scoring Novice in Reading (to 7.0) and Mathematics (to 7.25) for a total reduction of 50% by 2020 as indicated by state assessment results.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$3000

Goal 1: STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined Reading and Mathematics Scores 68.0 to 73.4. by 11/30/2018 as measured by state assessments.

Strategy 1:

Response to Intervention and Enrichment - Teachers will utilize Response to Intervention (Rtl) protocol to ensure students that are working below grade level peers (Novice Reduction and Gap Students) receive intervention strategies throughout the school year based on their academic deficiencies in Reading and Math. Each teacher will collaborate with the Reading Specialist (RTA), UNITE Teacher, Curriculum Coach, Mountain Comp School-Based Counselor (if applicable), School Counselor (if applicable), and/or Instructional Aides to ensure monitoring and success of Rtl students. Further, students will be provided appropriate learning opportunities extended beyond the regular content curriculum for those working above grade level peers (Enrichment). Students identified in the Primary Pool and Gifted and Talented will receive services beyond the regular classroom at least once weekly in the areas identified in their individual plan.

Category: Stakeholder Engagement

Research Cited: Response to Intervention/Novice Reduction Strategies/Gap Strategies

Activity - Use of Technology for Intervention/Enrichment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize available technology programs and seek on-line tools and supports to engage and impact Reading and Math instruction and learning aligned with standards to provide intervention and/or enrichment for identified students (Spelling City, Education Galaxy, AR, Breakthrough to Literacy, Lift Off (4th Grade, pending funding), Hour of Code, Pearson 2.0 Math Diagnostic/Intervention System, Envision Reading Leveled Readers/Interventions, etc.).	Academic Support Program, Technology	01/02/2017	05/31/2018	\$6000	School Council Funds, District Funding	All Reading and Math Teachers

Activity - Gifted & Talented and Primary Pool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who meet eligibility guidelines in grades 4th-6th will receive high quality enrichment instruction including/incorporating strategies on critical thinking, creative thinking, problem solving and future problem solving. Students in the primary pool will receive enrichment activities to further enhance their learning and/or learning styles. Beginning in 2017, in addition to classroom support for enrichment, students will receive pull out services at least once a week if identified in the Primary Pool and/or Gifted and Talented program.	Academic Support Program	01/02/2017	05/31/2018	\$50000	District Funding	District Gifted and Talented Teacher/All Regular Classroom Teacher(s)

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Strategy 2:

Progress Monitoring and Assessments - Teachers will continue to develop and monitor congruent grade level assessments that address the intent and depth of the ELA and Math standards in order to assist students in the attainment of the learning targets. Teachers will utilize a variety of resources for data points such as grade level common formative assessments, observation of students, fluency checks, fresh reads-comprehension, Pearson Success Net, Envision Math, AR, STAR, etc. to monitor student learning throughout the year in Reading and Math. Teachers will use state and district assessments to complete data analysis for the purpose of identifying gaps and for novice reduction.

Category: Continuous Improvement

Research Cited: Effective Use of Assessments and Assessment Literacy/Novice Reduction/Gap Groups

Activity - Pre-K Screener-Second Grade Assessments and Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment screening tools that measure student proficiency in early education will be administered to Pre-School-2 grade students (Pre-School Screeners--Brigance LAP-D, ECERS/Kindergarten Brigance Screener, K-2 pre and post GMADE and GRADE) as means of developing plans towards K-3 proficiency in Reading and Math.	Academic Support Program, Other - Brigance, GMADE, GRADE	01/02/2017	05/31/2018	\$5000	District Funding	Administrators, Pre-School/Head Start, and K-2 Teachers

Activity - School Readiness Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pre-School/Headstart will implement strategies and activities outlined in the BSACAP School Readiness Alignment to ensure readiness goals are aligned with Head Start Child Development, Early Learning Framework, KY Early Childhood Standards and KY ECS Benchmarks. Beyond the screeners that will be used to assess readiness, there will be collaboration strategies to ensure a more positive transition between Head Start and Kindergarten students readiness. Further, Head Start will provide on going information and technology links to parents to ensure their awareness of skills students need prior to entering Kindergarten (Evidence includes the Head Start Web Page, lesson plans, BSACAP School Readiness Alignment Document, Assessment Screener Results, Kinder Camp, etc.)	Academic Support Program	01/02/2017	05/31/2018	\$0	No Funding Required	Head Start Teacher(s)/Head Start Director/Kindergarten Teachers

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0	No Funding Required	All Special Education Teachers

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.</p>	<p>Academic Support Program, Technology</p>	<p>01/02/2017</p>	<p>05/31/2018</p>	<p>\$4000</p>	<p>School Council Funds, General Fund</p>	<p>All Reading and Math Teachers/Pre school and Headstart Teachers</p>
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Measurable Objective 2:

collaborate to ensure high quality instruction in Writing, Visual and Performing Arts, Practical Living, World Language, and K-3 Program Reviews utilizing resources by 05/31/2018 as measured by teacher schedules, master schedule, program review data, K-PREP data, TELL Survey, surveys, and lesson plans.

Strategy 1:

Collaboration of Resources - Utilize all resources (Title I, Title II, UNITE, FRC, ESS, Mountain Comp, ELL, RTA, Community Volunteers/Stakeholders) to provide instructional and support programs beyond the regular classroom.

Category: Stakeholder Engagement

Research Cited: TPGES Domains 1 and 4/Missing Piece-Parent and Community Engagement

Activity - Evidence of Program Review Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will provide instruction, as well as collect and maintain evidence in lesson plans, work samples, and utilize sources of instruction in content areas of Program Reviews (Writing, Arts & Humanities, Practical Living, World Language). Further, K-3 Program will now be documented through assurances. However, teachers will continue to maintain evidence of support of the total program.</p>	<p>Direct Instruction, Career Preparation/Orientation, Parent Involvement, Academic Support Program, Extra Curricular, Technology, Policy and Process, Field Trip, Community Engagement</p>	<p>01/02/2017</p>	<p>11/30/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>All Classroom Teachers/Arts Teacher/K-3 Teachers/Counselor/PE Teacher/UNIT E Teacher/Curriculum Coaches-Title I and Title II/FRC Director/Principal</p>

Activity - Exploratory Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have access to weekly Exploratory Classes in Writing and STEM. Integration of necessary skills will be integrated into the Exploratory nine-week classes based on data analysis and needs of students (Examples: Editing Skills, Open Responses Math/ELA, Math Topics, Health Related Topics, Problem Solving, Engineering Concepts, Technology, etc.).	Direct Instruction, Career Preparation/Orientation, Academic Support Program, Technology	01/02/2017	05/31/2018	\$150000	Title II Part A, Title I School Improvement (ISI), Other	Title I Teacher, Title II Teacher, UNITE Teacher, (Principal/SBDM Scheduling)
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Activity - World Language and Global Competency Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Global Competency and World Language (Spanish) will be integrated into all classrooms. A protocol for each grade level will be identified and teachers will integrate these strategies within their regular classroom. The special teachers (Arts/PE, etc.) will integrate Spanish into their activities, as well allowing for more emersion of the chosen language. Teachers will coordinate with the district technology leader to complete on-going global competencies with activities like "face-time" with an author, etc. The World Language team will ensure all staff has access to the GC/WL rubric for proficient integration.	Direct Instruction, Parent Involvement, Academic Support Program, Technology	01/02/2017	11/29/2019	\$0	No Funding Required	All Teachers/WL-GC Program Review Team

Measurable Objective 3:

demonstrate a behavior by participating and monitoring Professional Learning based on professional growth needs and effective instructional practices by 10/01/2018 as measured by PD Logs, PGPs, PLC Notes, E-Mail Communication, Walkthroughs, Observations, and Teacher Meeting Agendas.

Strategy 1:

Professional Learning Opportunities - Teachers and Administrators will participate in Professional Learning opportunities to allow for better implementation of domains (Planning/Preparation, Classroom Environment, Instruction, Professional Responsibilities, Student Growth) into the classrooms utilizing the Teacher Professional Growth Effectiveness System (TPGES) and other Best Practices identified in teacher's Professional Growth Plans.

Category: Professional Learning & Support

Research Cited: PGES Framework

Activity - TPGES Implementation and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure that all new teachers are updated and knowledgeable of the components of PGES and assist in the implementation of each domain of the new Teacher Professional Growth and Teacher Effectiveness model, utilizing the implementation plan timeline for complete fulfillment of TPGES as outlined in the district protocol. (Evidence may include: Participate in New Teacher District Program, Peer Observations, Peer Observer On-Line Training, etc.)	Recruitment and Retention, Professional Learning	01/02/2017	07/31/2018	\$0	No Funding Required	Principal, Assistant Principal, and Instructional Supervisor Assigned to PES, KTIP and MAT Mentors

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Activity - Highly Effective Teachers/Leaders Best Practices (PGES)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Administrators will participate in Professional Learning Opportunities in the Professional Teacher Growth Effectiveness System and other Best Practices identified in teacher's Professional Growth Plan toward their specific needs identified in the self reflection process. (Book Studies--Daily 5, Whole Brain, Quality Questioning, Kagan, etc.). Strategies outlined in the Equity Tab will be utilized to ensure recruitment and retention of highly qualified teachers/leaders (Peer Observations, Look Fors and Non-Negotiables, Teacher Handbook Best Practices, etc.). As part of the Lighthouse Team, Action Teams will be integrated to ensure strategies and activities that are important to teachers are implemented and remain overtime.	Recruitment and Retention, Professional Learning	01/02/2017	07/31/2018	\$1000	District Funding	All Teachers and All Administrators
Activity - Leader in Me Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Staff will participate in the Leader in Me process and will participate in Professional Learning opportunities to ensure fidelity of the total process to continue the improvement of the school culture and academic learning.	Direct Instruction, Behavioral Support Program, Parent Involvement, Recruitment and Retention, Academic Support Program, Other - Leader in Me, Professional Learning	01/02/2017	07/31/2019	\$5000	District Funding	All Staff
Activity - Teacher Book Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An Action Team will continue to allow for teachers to engage in before/after school Professional Learning. The Action Team will determine educational books that they want to further their knowledge base and abilities to offer effective instructional strategies for their classroom and students. (Some books selenced may include: Kagan, Whole Brain, Worksheets Don't Produce Dendrites, etc.)	Career Preparation/Orientation, Recruitment and Retention, Academic Support Program, Professional Learning	01/02/2017	07/31/2018	\$0	No Funding Required	Book Club Action Team

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Measurable Objective 4:

collaborate to align curriculum and resources to the new Science and new Social Studies standards by 07/31/2018 as measured by pacing guides, formative and TCT assessments, and lesson planning.

Strategy 1:

Science Standards Initiative - Utilizing district and school level PLCs, teachers and instructional leaders will network to help align curriculum and resources for the Next Generation Science Standards, ultimately helping teachers to integrate best practices toward the teaching and learning process of the new Science Standards.

Category: Integrated Methods for Learning

Research Cited: TPGES Framework/Next Generations Science Standards/State Accountability Model

Activity - Science Standards Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning opportunities (release time, PLC, PD) to integrate the new Science standards into lesson planning. Part of this PL will include Stemscores, TCT, etc.	Professional Learning	01/02/2017	05/31/2018	\$500	District Funding	All Science Teachers

Activity - Stemscores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of Science will utilize Stemscores as a resource to help integrate best practices and strategies outlined in the Next Generation Science standards.	Direct Instruction, Academic Support Program, Other - Hands-On Materials and Resources, Professional Learning	01/02/2017	07/31/2018	\$1000	School Council Funds	Science Teachers

Strategy 2:

Social Studies Initiative - Utilizing district and school PLCs, instructional leaders will network to align curriculum and resources to the new Social Studies Standards, ultimately to help influence best practices in the teaching and learning of the new Social Studies Standards.

Category: Integrated Methods for Learning

Research Cited: New Social Studies Standards

Activity - Social Studies Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning opportunities (work release, PD, PLCs) to integrate new Social Studies standards into lesson planning.	Professional Learning	01/02/2017	07/31/2018	\$500	District Funding	Social Studies Teachers

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Activity - Social Studies Resources for Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fifth Grade SS will utilize Education Galaxy, Moby Max, and Chromebooks for differentiation of identified skills. A focus on Geography skill has been identified as a weakness. Therefore, students will receive differentiation in this area to support weaknesses.	Direct Instruction, Academic Support Program, Other - Novice Reduction and Gap Activity	01/02/2017	05/31/2018	\$0	No Funding Required	Fifth Grade Social Studies Teacher

Measurable Objective 5:

demonstrate a proficiency by increasing the number of students scoring Proficient/Distinguished in Writing by 11/30/2018 as measured by K-PREP Writing Scores.

Strategy 1:

Writing Across The Curriculum - Utilizing the adopted Literacy Protocol and Best Practices for Writing, teachers will monitor student's writing samples and monitor the integration of writing strategies in all classrooms using common language and common practices to build Writing Capacity and Literacy at all grades. Writing is monitored and scored three times a year; including a pre-post writing/scoring.

Category: Integrated Methods for Learning

Research Cited: ELA Standards/Literacy Plan

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all classrooms will implement effective writing strategies (utilizing ELA, LTF, work from PLCs, and/or Professional Learning Opportunities) in all classrooms and will participate in monitoring of the school-wide Writing Literacy Program at least three times a year.	Direct Instruction, Academic Support Program, Policy and Process, Professional Learning	01/02/2017	05/31/2018	\$0	No Funding Required	All Teachers

Goal 2: STATE GAP GOAL: Porter Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 62.3 to 78.7 by 2019 as evidenced by state assessment results.

Measurable Objective 1:

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demonstrate a proficiency by increasing the number of students scoring proficient or higher in Reading from 74.0 to 76.1 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Target..

Strategy 1:

Reading Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will meet in PLCs to integrate effective literacy strategies and collaborate resources to help students develop their literacy skills. Further, teachers will progress monitor data literacy points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Activity - Reading Best Practices/Literacy Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following our Literacy Plan, we will integrate multiple models of strategies and resources to help students develop better reading and communication skills (comprehension, fluency, word knowledge, phonetics, phonetic awareness, responding in writing, Daily Five and CAFE in Primary, differentiated leveled readers, etc.).	Direct Instruction, Academic Support Program	01/02/2017	11/30/2018	\$500	Other	All LA Teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Mathematics from 62.0 to 70.7 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Targets..

Strategy 1:

Math Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will integrate multiple models of strategies and resources to help students develop better mathematical concepts and understandings of the standards. Further, teachers of math will progress monitor data points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Activity - Math Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a variety of mathematical resources and effective strategies to ensure student mastery in the concepts of Math. Teachers will use the adopted Envision Math textbook and on-line resources, Education Galaxy, problem solving strategies (POD), quick math facts, FAL lessons, and/or Envision Intervention/Enrichment strategies, etc. Teachers will use data points to regularly monitor student's progress in mathematical concepts.	Direct Instruction, Academic Support Program, Technology	01/02/2017	11/30/2018	\$0	No Funding Required	All Math Teachers

Measurable Objective 3:

collaborate to decrease the number of students in the gap grades/group (third and fourth grades) scoring at the novice level in Mathematics by 11/30/2018 as measured by reduction of novice scores by 10% per year on the K-PREP Assesment..

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Strategy 1:

Mathematical Practices for Gap Groups - Teachers will utilize "best practices" for teaching math including problem solving (POD), hands-on manipulatives, integrated technologies, Envision on-line resources, FAL lessons, Envision Math Textbooks, Environ Intervention and Enrichment activities, and/or Education Galaxy. Small groups will be offered in the regular classroom for students who need intervention. Additionally, students identified will receive RtI services in math. A focused, intentional Math Intervention/Enrichment block will be included additionally. Novice students identified as well as those who are struggling in the current content will receive intervention at all grade levels.

Category: Continuous Improvement

Research Cited: Novice Reduction Strategies/Gap Group Strategies

Activity - Envision Daily Common Core Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in third grade will implement daily Common Core Review to keep previous topics reviewed so that students retain mathematical processes necessary to continue their learning. Teachers will use these reviews to monitor student's in the content area of Math throughout the year. This will help ensure appropriate Interventions are implemented as needed and as they occur in the teaching and learning.	Direct Instruction, Academic Support Program, Other - Novice Reduction Strategy/Monitoring	01/02/2017	05/31/2018	\$0	No Funding Required	Third Grade Teachers
Activity - Daily 3 Math Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in primary grades will begin to implement strategies from a Book Study on the Daily 3. Strategies target all students mathematical needs and allows for individualized learning in areas needed as they occur.	Direct Instruction, Academic Support Program, Professional Learning	01/02/2017	11/30/2018	\$0	No Funding Required	Primary Teachers
Activity - Math Diagnostic Intervention System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers of special needs students will implement a Diagnostic Intervention System in order to diagnose problems as they occur in the learning and to identify strengths/weaknesses in mathematical processes. Further, this will help to provide engaging strategies to students with learning disabilities and help to reduce learning deficits and reduce novice scores among this identified group.	Direct Instruction, Academic Support Program	01/02/2017	05/31/2018	\$0	No Funding Required	Special Education Teachers

Measurable Objective 4:

collaborate to decrease students in the Gap Groups by 11/30/2018 as measured by decreasing the number of students in the non-duplicated Gap Group on K-PREP assessments..

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Strategy 1:

Monitoring of Learning - Teachers and students will integrate data notebooks to monitor learning. Students will be asked to monitor their learning targets in Reading, Mathematics, and Writing in a Student Data Leadership Notebook. Teachers will create a Data Wall and monitor students who have scored novice on state assessments. Further, teachers will utilize PLCs to monitor learning goals throughout the year (at least three times).

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me/Progress Monitoring

Activity - Student Data Leadership Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize Data Leadership Notebooks to monitor their learning targets in Reading, Math, and Writing. Personal goals are encouraged to be set in addition to academic goals.	Behavioral Support Program, Academic Support Program, Other - Leadership	01/02/2017	05/31/2018	\$0	No Funding Required	All LA and Math Teachers and Special Needs Teachers

Activity - Teacher Data Wall/Leadership Notebook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize a Data Wall for students scoring Novice on the state assessments. Further, teachers will maintain a Teacher Data Notebook in order to progress monitor students learning of targets (at a minimum of three times a year).	Direct Instruction, Behavioral Support Program, Academic Support Program, Other - Leader in Me-Aligning Academics, Professional Learning	01/02/2017	05/31/2018	\$0	No Funding Required	All La and Math Teachers and Special Needs Teachers

Activity - Response to Intervention (RtI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue to utilize protocol for Rtl. Students identified in Tiers II and III will receive serviced beyond the regular math and reading program to ensure students reach proficiency at all grade levels. Rtl will use monitoring tools outlined in the PAWS Behavior Plan, District and School Rtl documents, and documents and assessments used in RTA.	Direct Instruction, Behavioral Support Program, Tutoring, Parent Involvement, Academic Support Program, Technology, Policy and Process, Professional Learning	01/02/2017	05/31/2018	\$0	No Funding Required	All Classroom Teachers/RT A/Counselor
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Goal 3: INSTRUCTIONAL RESOURCES GOAL: PES will utilize a variety of resources to provide engaged, positive, safe, learning environment for each child as evidenced by performance/perception data and other non-academic indicators by 2019..

Measurable Objective 1:

collaborate to support an engaged, positive, safe, learning climate so that all students will become proficient/distinguished, minimize gaps, and show learning growth by 06/29/2018 as measured by School Safety Plan, PD Logs, PGPs, PTO Minutes, FRC Logs, Advisory Council Agenda/Minutes, SBDM Agenda/Minutes, Sign-In Sheets, Walkthroughs, Lesson Plans, Schedules, Calendars, Webpages, Newsletters, Technology Logs, IC, CiITS, Program Reviews, etc..

Strategy 1:

Technology - Teachers and students will utilize a variety of technology resources to enhance learning and programs in all content areas.

Category: Integrated Methods for Learning

Research Cited: TPGES Framework//21 Century Skills

Activity - CIITS Tracking for TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and leaders will utilize CIITS as a means of sharing their Professional Growth Goal (PGG), Student Growth Goal(s) (SGG), Self-Reflections, Observations, etc. Further, resources may be utilized as a means of integrating effective instructional practices and gaining educational resources. The Assessment Admin Module can be used to create assessments, the School & District Data Module to view key performance indicators to create reports, participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and/or will access professional learning opportunities through EDS.	Academic Support Program, Technology, Professional Learning	01/02/2017	07/31/2018	\$300	District Funding	All Teachers and Administrators
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Activity - Infinite Campus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Designated Staff will utilize Infinite Campus to ensure data support and management of student information for K-PREP Data, Student Identification and Health Records, Special Education/IEPs-504s, Discipline, Grades, etc.	Behavioral Support Program, Academic Support Program, Technology, Policy and Process	01/02/2017	07/31/2018	\$0	No Funding Required	Special Education Teachers, Nurse, Office Secretarial Staff, Principal, FRC Director, Assistant Principal, Counselor, All Teachers

Strategy 2:

Stakeholders - Parent and Community Stakeholder involvement is essential to closing achievement gaps and providing effective programming in collaboration and addition to the regular instructional program. Therefore, numerous strategies will be utilized to ensure effective stakeholder involvement and engagement in their learning environment and school structure.

Category: Stakeholder Engagement

Research Cited: Missing Piece/TPGES Domains 1, 2 and 4

Activity - PTO Initiatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The PTO will offer incentives for perfect attendance on a monthly and annual basis. The PTO will offer quarterly and annual incentives for meeting Reading Goals--Top 10 Readers in each Grade. Parent volunteers (PTO) help to promote the Leader of the Month Program by creating the monthly bulletin board. PTO sponsors themed dances, Santa's Workshop, Pee-Wee Basketball program, etc. PTO also provides volunteers for a variety of events such as the Book Fair, Parent Reading/Math Nights, etc. Leadership roles and participation of parents will be encouraged by the principal in a variety of roles including FRC Advisory Council, SBDM, Grandparent's Support Group etc. A variety of activities and communications will be utilized to enhance parent involvement in the learning environment including Open House, Quarterly Parent Conference Nights, Phone Messenger, Eagle Express, Principal's Newsletter/Calendar of Events, Principal's Corner on Webpage, Teacher Webpages, Teacher Weekly/Monthly Newsletters, FRC Webpage, JC-TV, Media Board, Use of Social Media, FRC Newsletter/Calendar, Curriculum Showcase, Kiosk, Progress Reports, and Report Cards.</p>	<p>Behavioral Support Program, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement</p>	<p>01/02/2017</p>	<p>07/31/2018</p>	<p>\$3000</p>	<p>Other</p>	<p>PTO Officers, (Principal and Leadership Team- Scheduling, Communication, and Data Monitoring)</p>
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Activity - FRC Support Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>FRC Director will collaborate and work with local stakeholders to provide programs and resources beyond the regular classroom and school programs (e.g. health related topics, Read Across America, Dental Health, Heart Health, Drug & Alcohol Programs, Gift Tree, Food Bank, etc.). Further, FRC will continue to build relationships in order to advocate for more parent and community stakeholder participation and leadership to improve the total school program (e.g., Advisory Council, Grandparents Support Group, UNITE, etc.)</p>	<p>Career Preparation/Orientation, Behavioral Support Program, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement</p>	<p>01/02/2017</p>	<p>07/31/2018</p>	<p>\$60000</p>	<p>District Funding</p>	<p>FRC Director and FRC Advisory Council (community stakeholders)</p>

Activity - Community Service Projects	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students, staff, parents, and community stakeholders will participate in numerous community service projects through Porter Elementary including Jump Rope for Heart, Angel Gift Tree, Family Fun Reading/Math Nights, Pennies for Patients-Leukemia, Cancer Awareness, Blood Drive, Food Drive, UNITE incentives, KVEC Community Student Project, CmPS Team, Radio Program, Helping Hands, One Africa, etc. Further, our CmPS team will consider one topic to support as part of their action team.</p>	<p>Career Preparation/Orientation, Parent Involvement, Community Engagement</p>	<p>01/02/2017</p>	<p>07/31/2018</p>	<p>\$1500</p>	<p>Other, FRYSC</p>	<p>FRC Director, Counselor, PE Teacher, UNITE Teacher, Classroom Teachers</p>

Activity - Cultural Programs/Field Trips/Assemblies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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A variety of Cultural Programs, Health and Career Related, Assemblies, Guest Speakers, and Field Trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities.	Career Preparation/Orientation, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement	01/02/2017	07/31/2018	\$6000	Other, General Fund, School Council Funds	Principal, FRC Director, Counselor, All Teachers
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Activity - Counseling/Career Readiness Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school counselor will provide (large, small group, and individual) services to students covering a variety of topics (including bullying, drug prevention, making good choices, goal setting, career choices, etc.). Additional Counseling services for identified students will be provided through coordination with Mountain Comprehensive Care School-Based Services.	Career Preparation/Orientation, Behavioral Support Program, Parent Involvement, Academic Support Program	01/02/2017	07/31/2018	\$50000	District Funding	Mountain Comp Staff, Counselor, Special Education Teachers, Principal

Activity - Surveys	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Staff will utilize analysis from the TELL Survey, Val-Ed Survey, Student Voice Survey, FRC Surveys, Parent Surveys, Community Input, etc. to make adjustments in order to accelerate learning, establish important structures and routines, develop balanced approaches, utilize multiple measures to impact improvement, to empower teachers and develop leaders, and involve all stakeholders in the learning environment and school decision making.</p>	<p>Behavioral Support Program, Parent Involvement, Recruitment and Retention, Academic Support Program, Other - District/State/School Surveys, Technology, Policy and Process, Community Engagement, Professional Learning</p>	<p>01/02/2017</p>	<p>05/31/2018</p>	<p>\$500</p>	<p>School Council Funds</p>	<p>All Certified Staff</p>
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Activity - The Missing Piece	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Stakeholders and leadership will work together to integrate strategies for involving families and the community in improving student achievement. (Using "The Missing Piece of the Proficiency Puzzle" document as a resource for guidance.</p>	<p>Parent Involvement, Community Engagement</p>	<p>01/02/2017</p>	<p>07/31/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Leadership and All Stakeholders (FRC, PTO, SBDM, Advisory Council, etc.)</p>

Strategy 3:

Safe School Learning Environment - A variety of programs and initiatives will be utilized to ensure a safe, positive learning environment for all students.

Category: Stakeholder Engagement

Research Cited: Safe Schools/PBIS

Activity - School Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff members will practice safety drills, monitor student/adult behavior that exhibits safety risks, utilize school monitoring tools and resources, and utilize the school's Safety Plan to ensure safety of students, staff, and parents. Staff, Coaches, and Parent Volunteers will participate in PBIS annual updates. Safety Plan will be updated annually to reflect necessary changes based on data.	Behavioral Support Program, Parent Involvement, Extra Curricular, Policy and Process, Community Engagement, Professional Learning	01/02/2017	05/31/2018	\$0	No Funding Required	Administration and Staff/Volunteers/Coaches
Activity - PAWS Behavior Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement and continue to practice "PAWS" a school-wide behavior plan to ensure desirable behaviors of students, consistent with a safe and positive learning environment utilizing "The Seven Habits of Highly Effective Kids" and common words "Respect, Responsibility, Ready, and Safe". Parents and community will have opportunities to learn about the PAWS and Leader in Me process via face-to-face meetings, Curriculum Showcase, brochures, kiosk, newsletters, webpage, etc.	Behavioral Support Program, Parent Involvement, Policy and Process, Community Engagement, Professional Learning	01/02/2017	05/31/2018	\$0	No Funding Required	Teachers and Administrators, Counselor, Lighthouse Teams
Activity - Wellness Protocol	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Wellness Protocol will be followed to ensure students are receiving adequate physical activity. An evaluation/assessment will be used to measure student progress toward goals.	Academic Support Program, Other - GoNoodle, Policy and Process	01/02/2017	05/31/2018	\$0	No Funding Required	PE Teacher/All Teachers/Administrators
Activity - Truancy Reduction WIG	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>An Action Team will help to implement and monitor a school-wide Widely Important Goal (WIG) for 95% or better attendance. Procedures will be put in place to improve attendance in the classroom and school-wide. Students will monitor their personal attendance in their planner/agenda books and/or Data Leadership Notebooks. Classes will monitor their class WIG for daily attendance. School-Wide will monitor by grade attendance daily, weekly, and monthly giving incentives for excellent attendance and meeting the goal of 95% or better. Incentives will be given monthly, quarterly, and annually for Perfect Attendance. An end of the year activity will be provided for "good attendance--less than five days missed". Parents/Students will receive a phone call home each day missed. A list of students identified as "truant" or "excessive missing or tardy" will be targeted for a phone call home by administration, letters home (certified for excessive/truant, home visit, and report to DPP).</p>	<p>Behavioral Support Program, Parent Involvement, Policy and Process, Community Engagement</p>	<p>01/02/2017</p>	<p>05/31/2018</p>	<p>\$1000</p>	<p>Other</p>	<p>All Staff/FRC Director/District DPP/Assistant Principal/PTO</p>
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Strategy 4:

Leader in Me Process - Through the on-going process of implementing The Leader in Me, teachers will share in the decision making and problem solving needs of our school's culture and learning. A Lighthouse Team will help guide the team sharing responsibilities and oversee the effective implementation of The Leader in Me.

Action Teams will drive the goals set by the staff. This includes Students Lighthouse Team goals, as well. Universal challenges that will be focused on is Leadership (ensuring leadership skills using the 7 Habits are effectively taught to staff, students, and families), Culture (seeing that the learning environment is conducive for student achievement and for staff performing to their fullest potential), and Academics (empowering students to take responsibility for their education through applying key leadership principles such as goal setting. It also enables staff to focus on the highest academic priorities outlined as needs).

Category: Stakeholder Engagement

Research Cited: Franklin Covey, 7 Habits and The Leader in Me

Activity - Lighthouse/Action Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Lighthouse Team will support the learning culture as it works to create a leadership environment, align academic systems, and teach leadership principals. A Student Lighthouse Team will continue to implement their goals that are set. Action Teams will be put in place as needed and as goals are identified in the school.</p>	<p>Parent Involvement, Recruitment and Retention, Academic Support Program, Community Engagement, Professional Learning</p>	<p>01/02/2017</p>	<p>08/30/2019</p>	<p>\$0</p>	<p>Other</p>	<p>Lighthouse Team Members/Action Team Members</p>

Strategy 5:

Monitoring/Grading System - Teachers will utilize formative and summative assessments to monitor student learning of "I cans" and "core content standards". Teachers will maintain a Data Tracking Notebook of student progress.

Category: Management Systems

Research Cited: How to Grade for Learning/Assessment for Learning Book Studies/Leader in Me

Activity - Standards Based Reporting/Report of Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-3 will utilize the new district Standards Based Grading Reporting System to ensure the on-going monitoring of student learning of essential content and for purposes of feedback to students and parents. 4-6 Grades will utilize the IC Report Cards and the PES " Do No Harm Grading Procedures". Data Notebooks are also utilized in all grades for purpose of monitoring and feedback about the learning process.	Academic Support Program, Policy and Process	01/02/2017	05/31/2018	\$500	School Council Funds	All Teachers

Goal 4: NOVICE REDUCTION GOAL: Porter Elementary will reduce the number of students scoring Novice in Reading (to 7.0) and Mathematics (to 7.25) for a total reduction of 50% by 2020 as indicated by state assessment results.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency by a decrease of 1.45 (to 11.6 total) in the number of Novice students in Mathematics by 11/30/2018 as measured by state assessment state results..

Strategy 1:

Attendance Support - Utilization of a variety of strategies to improve attendance of Novice students (and all students) at Porter Elementary. Promote a school-wide WIG that will be monitored at the school-wide level, grade-level, class-level, and individual student level. Students will review individual goals with parents in a student-led conference. Accountability partners will be assigned within classrooms. Adult accountability partners will be assigned to students identified with high truancy (over 10%).

Category: Stakeholder Engagement

Research Cited: Attendance/Leader in Me

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students will maintain a class WIG in their classroom and then an individual WIG (in their Data Leadership Notebooks or Agenda Book) for monitoring personal attendance. Students with 10% absentees will be asked to set goal activities to improve on their attendance at school. Teachers will monitor the LIM WIG attendance process. PTO will offer incentives for monthly, quarterly, and end of year perfect attendance. The school Attendance Action Team will monitor the school-wide protocol outlined to maintain 95% or better as our WIG. An adult accountability partner is identified to students with high truancy problems.</p>	<p>Behavioral Support Program, Parent Involvement, Other - Leader in Me, Policy and Process, Field Trip, Community Engagement</p>	<p>01/02/2017</p>	<p>05/31/2018</p>	<p>\$1000</p>	<p>Other</p>	<p>Attendance Action Team/All Homeroom Teachers/PTO/FRC Director/Principal</p>
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Strategy 2:

Aligning Academics for Novice Reduction - Utilize Leader in Me Aligning Academics process for engaging students in their own monitoring of their learning both with academics and personal WIGs. Encourage leadership roles at all grade levels and in all classrooms. Encourage accountability partners in all classrooms. Classrooms keep a Scoreboard for class goals. Students maintain Data Leadership Notebooks for their WIGS. Students lead their own parent conference at least once a year.

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me

Activity - Focus on Wildly Important Goals (WIGs)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Classroom teachers with student input will write smart class goal(s) to monitor throughout the year. Goals should include AR, Attendance, Behavior, and a Math or other subject area goal for that specific classroom and placed on the classroom Scoreboard and monitored at a minimum of weekly. Students will maintain academic and personal goals to monitor in their Data Leadership Notebook and should be monitored at a minimum of weekly. Accountability Partners will be identified to help students monitor and celebrate goals.</p>	<p>Direct Instruction, Behavioral Support Program, Academic Support Program, Other - Leader in Me, Professional Learning</p>	<p>01/02/2017</p>	<p>05/31/2019</p>	<p>\$2000</p>	<p>District Funding</p>	<p>All Teachers</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Best Practices/Literacy Plan	Following our Literacy Plan, we will integrate multiple models of strategies and resources to help students develop better reading and communication skills (comprehension, fluency, word knowledge, phonetics, phonetic awareness, responding in writing, Daily Five and CAFE in Primary, differentiated leveled readers, etc.).	Direct Instruction, Academic Support Program	01/02/2017	11/30/2018	\$500	All LA Teachers
Attendance Incentives	Students will maintain a class WIG in their classroom and then an individual WIG (in their Data Leadership Notebooks or Agenda Book) for monitoring personal attendance. Students with 10% absences will be asked to set goal activities to improve on their attendance at school. Teachers will monitor the LIM WIG attendance process. PTO will offer incentives for monthly, quarterly, and end of year perfect attendance. The school Attendance Action Team will monitor the school-wide protocol outlined to maintain 95% or better as our WIG. An adult accountability partner is identified to students with high truancy problems.	Behavioral Support Program, Parent Involvement, Other - Leader in Me, Policy and Process, Field Trip, Community Engagement	01/02/2017	05/31/2018	\$1000	Attendance Action Team/All Homeroom Teachers/PTO/FRC Director/Principal
Exploratory Classes	Students will have access to weekly Exploratory Classes in Writing and STEM. Integration of necessary skills will be integrated into the Exploratory nine-week classes based on data analysis and needs of students (Examples: Editing Skills, Open Responses Math/ELA, Math Topics, Health Related Topics, Problem Solving, Engineering Concepts, Technology, etc.).	Direct Instruction, Career Preparation/Orientation, Academic Support Program, Technology	01/02/2017	05/31/2018	\$30000	Title I Teacher, Title II Teacher, UNITE Teacher, (Principal/SBDM Scheduling)

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PTO Initiatives	The PTO will offer incentives for perfect attendance on a monthly and annual basis. The PTO will offer quarterly and annual incentives for meeting Reading Goals--Top 10 Readers in each Grade. Parent volunteers (PTO) help to promote the Leader of the Month Program by creating the monthly bulletin board. PTO sponsors themed dances, Santa's Workshop, Pee-Wee Basketball program, etc. PTO also provides volunteers for a variety of events such as the Book Fair, Parent Reading/Math Nights, etc. Leadership roles and participation of parents will be encouraged by the principal in a variety of roles including FRC Advisory Council, SBDM, Grandparent's Support Group etc. A variety of activities and communications will be utilized to enhance parent involvement in the learning environment including Open House, Quarterly Parent Conference Nights, Phone Messenger, Eagle Express, Principal's Newsletter/Calendar of Events, Principal's Corner on Webpage, Teacher Webpages, Teacher Weekly/Monthly Newsletters, FRC Webpage, JC-TV, Media Board, Use of Social Media, FRC Newsletter/Calendar, Curriculum Showcase, Kiosk, Progress Reports, and Report Cards.	Behavioral Support Program, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement	01/02/2017	07/31/2018	\$3000	PTO Officers, (Principal and Leadership Team-Scheduling, Communication, and Data Monitoring)
Cultural Programs/Field Trips/Assemblies	A variety of Cultural Programs, Health and Career Related, Assemblies, Guest Speakers, and Field Trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities.	Career Preparation/Orientation, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement	01/02/2017	07/31/2018	\$1000	Principal, FRC Director, Counselor, All Teachers
Community Service Projects	Students, staff, parents, and community stakeholders will participate in numerous community service projects through Porter Elementary including Jump Rope for Heart, Angel Gift Tree, Family Fun Reading/Math Nights, Pennies for Patients-Leukemia, Cancer Awareness, Blood Drive, Food Drive, UNITE incentives, KVEC Community Student Project, CmPS Team, Radio Program, Helping Hands, One Africa, etc. Further, our CmPS team will consider one topic to support as part of their action team.	Career Preparation/Orientation, Parent Involvement, Community Engagement	01/02/2017	07/31/2018	\$1000	FRC Director, Counselor, PE Teacher, UNITE Teacher, Classroom Teachers

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Truancy Reduction WIG	An Action Team will help to implement and monitor a school-wide Widely Important Goal (WIG) for 95% or better attendance. Procedures will be put in place to improve attendance in the classroom and school-wide. Students will monitor their personal attendance in their planner/agenda books and/or Data Leadership Notebooks. Classes will monitor their class WIG for daily attendance. School-Wide will monitor by grade attendance daily, weekly, and monthly giving incentives for excellent attendance and meeting the goal of 95% or better. Incentives will be given monthly, quarterly, and annually for Perfect Attendance. An end of the year activity will be provided for "good attendance--less than five days missed". Parents/Students will receive a phone call home each day missed. A list of students identified as "truant" or "excessive missing or tardy" will be targeted for a phone call home by administration, letters home (certified for excessive/truant, home visit, and report to DPP.	Behavioral Support Program, Parent Involvement, Policy and Process, Community Engagement	01/02/2017	05/31/2018	\$1000	All Staff/FRC Director/District DPP/Assistant Principal/PTO
Lighthouse/Action Teams	The Lighthouse Team will support the learning culture as it works to create a leadership environment, align academic systems, and teach leadership principals. A Student Lighthouse Team will continue to implement their goals that are set. Action Teams will be put in place as needed and as goals are identified in the school.	Parent Involvement, Recruitment and Retention, Academic Support Program, Community Engagement, Professional Learning	01/02/2017	08/30/2019	\$0	Lighthouse Team Members/Action Team Members
Total					\$37500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Envision Daily Common Core Review	Teachers in third grade will implement daily Common Core Review to keep previous topics reviewed so that students retain mathematical processes necessary to continue their learning. Teachers will use these reviews to monitor student's in the content area of Math throughout the year. This will help ensure appropriate Interventions are implemented as needed and as they occur in the teaching and learning.	Direct Instruction, Academic Support Program, Other - Novice Reduction Strategy/Monitoring	01/02/2017	05/31/2018	\$0	Third Grade Teachers

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Infinite Campus	Designated Staff will utilize Infinite Campus to ensure data support and management of student information for K-PREP Data, Student Identification and Health Records, Special Education/IEPs-504s, Discipline, Grades, etc.	Behavioral Support Program, Academic Support Program, Technology, Policy and Process	01/02/2017	07/31/2018	\$0	Special Education Teachers, Nurse, Office Secretarial Staff, Principal, FRC Director, Assistant Principal, Counselor, All Teachers
Math Diagnostic Intervention System	Teachers of special needs students will implement a Diagnostic Intervention System in order to diagnose problems as they occur in the learning and to identify strengths/weaknesses in mathematical processes. Further, this will help to provide engaging strategies to students with learning disabilities and help to reduce learning deficits and reduce novice scores among this identified group.	Direct Instruction, Academic Support Program	01/02/2017	05/31/2018	\$0	Special Education Teachers
Teacher Data Wall/Leadership Notebook	Teachers will utilize a Data Wall for students scoring Novice on the state assessments. Further, teachers will maintain a Teacher Data Notebook in order to progress monitor students learning of targets (at a minimum of three times a year).	Direct Instruction, Behavioral Support Program, Academic Support Program, Other - Leader in Me-Aligning Academics, Professional Learning	01/02/2017	05/31/2018	\$0	All La and Math Teachers and Special Needs Teachers
PAWS Behavior Plan	Implement and continue to practice "PAWS" a school-wide behavior plan to ensure desirable behaviors of students, consistent with a safe and positive learning environment utilizing "The Seven Habits of Highly Effective Kids" and common words "Respect, Responsibility, Ready, and Safe". Parents and community will have opportunities to learn about the PAWS and Leader in Me process via face-to-face meetings, Curriculum Showcase, brochures, kiosk, newsletters, webpage, etc.	Behavioral Support Program, Parent Involvement, Policy and Process, Community Engagement, Professional Learning	01/02/2017	05/31/2018	\$0	Teachers and Administrators, Counselor, Lighthouse Teams

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Evidence of Program Review Effectiveness	Teachers will provide instruction, as well as collect and maintain evidence in lesson plans, work samples, and utilize sources of instruction in content areas of Program Reviews (Writing, Arts & Humanities, Practical Living, World Language). Further, K-3 Program will now be documented through assurances. However, teachers will continue to maintain evidence of support of the total program.	Direct Instruction, Career Preparation/Orientation, Parent Involvement, Academic Support Program, Extra Curricular, Technology, Policy and Process, Field Trip, Community Engagement	01/02/2017	11/30/2018	\$0	All Classroom Teachers/Arts Teacher/K-3 Teachers/Counselor/PE Teacher/UNIT E Teacher/Curriculum Coaches-Title I and Title II/FRC Director/Principal
World Language and Global Competency Program Review	Global Competency and World Language (Spanish) will be integrated into all classrooms. A protocol for each grade level will be identified and teachers will integrate these strategies within their regular classroom. The special teachers (Arts/PE, etc.) will integrate Spanish into their activities, as well allowing for more emersion of the chosen language. Teachers will coordinate with the district technology leader to complete on-going global competencies with activities like "face-time" with an author, etc. The World Language team will ensure all staff has access to the GC/WL rubric for proficient integration.	Direct Instruction, Parent Involvement, Academic Support Program, Technology	01/02/2017	11/29/2019	\$0	All Teachers/WL-GC Program Review Team
Special Needs Monitoring	Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0	All Special Education Teachers
Teacher Book Club	An Action Team will continue to allow for teachers to engage in before/after school Professional Learning. The Action Team will determine educational books that they want to further their knowledge base and abilities to offer effective instructional strategies for their classroom and students. (Some books selenced may include: Kagan, Whole Brain, Worksheets Don't Produce Dendrites, etc.)	Career Preparation/Orientation, Recruitment and Retention, Academic Support Program, Professional Learning	01/02/2017	07/31/2018	\$0	Book Club Action Team

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Literacy Plan	Teachers in all classrooms will implement effective writing strategies (utilizing ELA, LTF, work from PLCs, and/or Professional Learning Opportunities) in all classrooms and will participate in monitoring of the school-wide Writing Literacy Program at least three times a year.	Direct Instruction, Academic Support Program, Policy and Process, Professional Learning	01/02/2017	05/31/2018	\$0	All Teachers
Daily 3 Math Book Study	Teachers in primary grades will begin to implement strategies from a Book Study on the Daily 3. Strategies target all students mathematical needs and allows for individualized learning in areas needed as they occur.	Direct Instruction, Academic Support Program, Professional Learning	01/02/2017	11/30/2018	\$0	Primary Teachers
TPGES Implementation and Monitoring	Ensure that all new teachers are updated and knowledgeable of the components of PGES and assist in the implementation of each domain of the new Teacher Professional Growth and Teacher Effectiveness model, utilizing the implementation plan timeline for complete fulfillment of TPGES as outlined in the district protocol. (Evidence may include: Participate in New Teacher District Program, Peer Observations, Peer Observer On-Line Training, etc.)	Recruitment and Retention, Professional Learning	01/02/2017	07/31/2018	\$0	Principal, Assistant Principal, and Instructional Supervisor Assigned to PES, KTIP and MAT Mentors
The Missing Piece	Stakeholders and leadership will work together to integrate strategies for involving families and the community in improving student achievement. (Using "The Missing Piece of the Proficiency Puzzle" document as a resource for guidance.	Parent Involvement, Community Engagement	01/02/2017	07/31/2018	\$0	Leadership and All Stakeholders (FRC, PTO, SBDM, Advisory Council, etc.)
Social Studies Resources for Differentiation	Fifth Grade SS will utilize Education Galaxy, Moby Max, and Chromebooks for differentiation of identified skills. A focus on Geography skill has been identified as a weakness. Therefore, students will receive differentiation in this area to support weaknesses.	Direct Instruction, Academic Support Program, Other - Novice Reduction and Gap Activity	01/02/2017	05/31/2018	\$0	Fifth Grade Social Studies Teacher
Wellness Protocol	A Wellness Protocol will be followed to ensure students are receiving adequate physical activity. An evaluation/assessment will be used to measure student progress toward goals.	Academic Support Program, Other - GoNoodle, Policy and Process	01/02/2017	05/31/2018	\$0	PE Teacher/All Teachers/Administrators

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Math Best Practices	Teachers will utilize a variety of mathematical resources and effective strategies to ensure student mastery in the concepts of Math. Teachers will use the adopted Envision Math textbook and on-line resources, Education Galaxy, problem solving strategies (POD), quick math facts, FAL lessons, and/or Envision Intervention/Enrichment strategies, etc. Teachers will use data points to regularly monitor student's progress in mathematical concepts.	Direct Instruction, Academic Support Program, Technology	01/02/2017	11/30/2018	\$0	All Math Teachers
Response to Intervention (Rtl)	Teachers will continue to utilize protocol for Rtl. Students identified in Tiers II and III will receive serviced beyond the regular math and reading program to ensure students reach proficiency at all grade levels. Rtl will use monitoring tools outlined in the PAWS Behavior Plan, District and School Rtl documents, and documents and assessments used in RTA.	Direct Instruction, Behavioral Support Program, Tutoring, Parent Involvement, Academic Support Program, Technology, Policy and Process, Professional Learning	01/02/2017	05/31/2018	\$0	All Classroom Teachers/RT A/Counselor
Student Data Leadership Notebook	Students will utilize Data Leadership Notebooks to monitor their learning targets in Reading, Math, and Writing. Personal goals are encouraged to be set in addition to academic goals.	Behavioral Support Program, Academic Support Program, Other - Leadership	01/02/2017	05/31/2018	\$0	All LA and Math Teachers and Special Needs Teachers
School Readiness Alignment	Pre-School/Headstart will implement strategies and activities outlined in the BSACAP School Readiness Alignment to ensure readiness goals are aligned with Head Start Child Development, Early Learning Framework, KY Early Childhood Standards and KY ECS Benchmarks. Beyond the screeners that will be used to assess readiness, there will be collaboration strategies to ensure a more positive transition between Head Start and Kindergarten students readiness. Further, Head Start will provide on going information and technology links to parents to ensure their awareness of skills students need prior to entering Kindergarten (Evidence includes the Head Start Web Page, lesson plans, BSACAP School Readiness Alignment Document, Assessment Screener Results, Kinder Camp, etc.)	Academic Support Program	01/02/2017	05/31/2018	\$0	Head Start Teacher(s)/Head Start Director/Kindergarten Teachers

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School Safety	Staff members will practice safety drills, monitor student/adult behavior that exhibits safety risks, utilize school monitoring tools and resources, and utilize the school's Safety Plan to ensure safety of students, staff, and parents. Staff, Coaches, and Parent Volunteers will participate in PBIS annual updates. Safety Plan will be updated annually to reflect necessary changes based on data.	Behavioral Support Program, Parent Involvement, Extra Curricular, Policy and Process, Community Engagement, Professional Learning	01/02/2017	05/31/2018	\$0	Administration and Staff/Volunteers/Coaches
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standards Based Reporting/Report of Progress Monitoring	K-3 will utilize the new district Standards Based Grading Reporting System to ensure the on-going monitoring of student learning of essential content and for purposes of feedback to students and parents. 4-6 Grades will utilize the IC Report Cards and the PES " Do No Harm Grading Procedures". Data Notebooks are also utilized in all grades for purpose of monitoring and feedback about the learning process.	Academic Support Program, Policy and Process	01/02/2017	05/31/2018	\$500	All Teachers
Use of Technology for Intervention/Enrichment	Teachers will utilize available technology programs and seek on-line tools and supports to engage and impact Reading and Math instruction and learning aligned with standards to provide intervention and/or enrichment for identified students (Spelling City, Education Galaxy, AR, Breakthrough to Literacy, Lift Off (4th Grade, pending funding), Hour of Code, Pearson 2.0 Math Diagnostic/Intervention System, Envision Reading Leveled Readers/Interventions, etc.).	Academic Support Program, Technology	01/02/2017	05/31/2018	\$4000	All Reading and Math Teachers
Universal Screeners	K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.	Academic Support Program, Technology	01/02/2017	05/31/2018	\$2000	All Reading and Math Teachers/Pre school and Headstart Teachers

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Stemscopes	Teachers of Science will utilize Stemscopes as a resource to help integrate best practices and strategies outlined in the Next Generation Science standards.	Direct Instruction, Academic Support Program, Other - Hands-On Materials and Resources, Professional Learning	01/02/2017	07/31/2018	\$1000	Science Teachers
Cultural Programs/Field Trips/Assemblies	A variety of Cultural Programs, Health and Career Related, Assemblies, Guest Speakers, and Field Trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities.	Career Preparation/Orientation, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement	01/02/2017	07/31/2018	\$3000	Principal, FRC Director, Counselor, All Teachers
Surveys	Staff will utilize analysis from the TELL Survey, Val-Ed Survey, Student Voice Survey, FRC Surveys, Parent Surveys, Community Input, etc. to make adjustments in order to accelerate learning, establish important structures and routines, develop balanced approaches, utilize multiple measures to impact improvement, to empower teachers and develop leaders, and involve all stakeholders in the learning environment and school decision making.	Behavioral Support Program, Parent Involvement, Recruitment and Retention, Academic Support Program, Other - District/State/School Surveys, Technology, Policy and Process, Community Engagement, Professional Learning	01/02/2017	05/31/2018	\$500	All Certified Staff
Total					\$11000	

FRYSC

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Community Service Projects	Students, staff, parents, and community stakeholders will participate in numerous community service projects through Porter Elementary including Jump Rope for Heart, Angel Gift Tree, Family Fun Reading/Math Nights, Pennies for Patients-Leukemia, Cancer Awareness, Blood Drive, Food Drive, UNITE incentives, KVEC Community Student Project, CmPS Team, Radio Program, Helping Hands, One Africa, etc. Further, our CmPS team will consider one topic to support as part of their action team.	Career Preparation/Orientation, Parent Involvement, Community Engagement	01/02/2017	07/31/2018	\$500	FRC Director, Counselor, PE Teacher, UNITE Teacher, Classroom Teachers
Total					\$500	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exploratory Classes	Students will have access to weekly Exploratory Classes in Writing and STEM. Integration of necessary skills will be integrated into the Exploratory nine-week classes based on data analysis and needs of students (Examples: Editing Skills, Open Responses Math/ELA, Math Topics, Health Related Topics, Problem Solving, Engineering Concepts, Technology, etc.).	Direct Instruction, Career Preparation/Orientation, Academic Support Program, Technology	01/02/2017	05/31/2018	\$60000	Title I Teacher, Title II Teacher, UNITE Teacher, (Principal/SB DM Scheduling)
Total					\$60000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Cultural Programs/Field Trips/Assemblies	A variety of Cultural Programs, Health and Career Related, Assemblies, Guest Speakers, and Field Trips will be scheduled to provide students with access to a variety of experiences beyond the regular classroom activities.	Career Preparation/Orientation, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement	01/02/2017	07/31/2018	\$2000	Principal, FRC Director, Counselor, All Teachers

Comprehensive School Improvement Plan

Porter Elementary School

Universal Screeners	K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.	Academic Support Program, Technology	01/02/2017	05/31/2018	\$2000	All Reading and Math Teachers/Pre school and Headstart Teachers
Total					\$4000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Exploratory Classes	Students will have access to weekly Exploratory Classes in Writing and STEM. Integration of necessary skills will be integrated into the Exploratory nine-week classes based on data analysis and needs of students (Examples: Editing Skills, Open Responses Math/ELA, Math Topics, Health Related Topics, Problem Solving, Engineering Concepts, Technology, etc.).	Direct Instruction, Career Preparation/Orientation, Academic Support Program, Technology	01/02/2017	05/31/2018	\$60000	Title I Teacher, Title II Teacher, UNITE Teacher, (Principal/SBDM Scheduling)
Total					\$60000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
CIITS Tracking for TPGES	Teachers and leaders will utilize CIITS as a means of sharing their Professional Growth Goal (PGG), Student Growth Goal(s) (SGG), Self-Reflections, Observations, etc. Further, resources may be utilized as a means of integrating effective instructional practices and gaining educational resources. The Assessment Admin Module can be used to create assessments, the School & District Data Module to view key performance indicators to create reports, participate in formal on-line or face-to-face professional learning experiences on the use of CIITS to increase their knowledge of how to implement highly effective teaching and learning in the classroom, and/or will access professional learning opportunities through EDS.	Academic Support Program, Technology, Professional Learning	01/02/2017	07/31/2018	\$300	All Teachers and Administrators

Comprehensive School Improvement Plan

Porter Elementary School

Science Standards Professional Learning	Teachers will participate in Professional Learning opportunities (release time, PLC, PD) to integrate the new Science standards into lesson planning. Part of this PL will include Stemscores, TCT, etc.	Professional Learning	01/02/2017	05/31/2018	\$500	All Science Teachers
Counseling/Career Readiness Support	The school counselor will provide (large, small group, and individual) services to students covering a variety of topics (including bullying, drug prevention, making good choices, goal setting, career choices, etc.). Additional Counseling services for identified students will be provided through coordination with Mountain Comprehensive Care School-Based Services.	Career Preparation/Orientation, Behavioral Support Program, Parent Involvement, Academic Support Program	01/02/2017	07/31/2018	\$50000	Mountain Comp Staff, Counselor, Special Education Teachers, Principal
Highly Effective Teachers/Leaders Best Practices (PGES)	Teachers/Administrators will participate in Professional Learning Opportunities in the Professional Teacher Growth Effectiveness System and other Best Practices identified in teacher's Professional Growth Plan toward their specific needs identified in the self reflection process. (Book Studies--Daily 5, Whole Brain, Quality Questioning, Kagan, etc.). Strategies outlined in the Equity Tab will be utilized to ensure recruitment and retention of highly qualified teachers/leaders (Peer Observations, Look Fors and Non-Negotiables, Teacher Handbook Best Practices, etc.). As part of the Lighthouse Team, Action Teams will be integrated to ensure strategies and activities that are important to teachers are implemented and remain overtime.	Recruitment and Retention, Professional Learning	01/02/2017	07/31/2018	\$1000	All Teachers and All Administrators
Pre-K Screener-Second Grade Assessments and Screeners	Assessment screening tools that measure student proficiency in early education will be administered to Pre-School-2 grade students (Pre-School Screeners--Brigance LAP-D, ECERS/Kindergarten Brigance Screener, K-2 pre and post GMADE and GRADE) as means of developing plans towards K-3 proficiency in Reading and Math.	Academic Support Program, Other - Brigance, GMADE, GRADE	01/02/2017	05/31/2018	\$5000	Administrators, Pre-School/Head Start, and K-2 Teachers

Comprehensive School Improvement Plan

Porter Elementary School

Leader in Me Initiative	Teachers and Staff will participate in the Leader in Me process and will participate in Professional Learning opportunities to ensure fidelity of the total process to continue the improvement of the school culture and academic learning.	Direct Instruction, Behavioral Support Program, Parent Involvement, Recruitment and Retention, Academic Support Program, Other - Leader in Me, Professional Learning	01/02/2017	07/31/2019	\$5000	All Staff
Social Studies Professional Learning	Teachers will participate in Professional Learning opportunities (work release, PD, PLCs) to integrate new Social Studies standards into lesson planning.	Professional Learning	01/02/2017	07/31/2018	\$500	Social Studies Teachers
FRC Support Programs	FRC Director will collaborate and work with local stakeholders to provide programs and resources beyond the regular classroom and school programs (e.g. health related topics, Read Across America, Dental Health, Heart Health, Drug & Alcohol Programs, Gift Tree, Food Bank, etc.). Further, FRC will continue to build relationships in order to advocate for more parent and community stakeholder participation and leadership to improve the total school program (e.g., Advisory Council, Grandparents Support Group, UNITE, etc.)	Career Preparation/Orientation, Behavioral Support Program, Parent Involvement, Academic Support Program, Extra Curricular, Field Trip, Community Engagement	01/02/2017	07/31/2018	\$60000	FRC Director and FRC Advisory Council (community stakeholders)
Focus on Wildly Important Goals (WIGs)	Classroom teachers with student input will write smart class goal(s) to monitor throughout the year. Goals should include AR, Attendance, Behavior, and a Math or other subject area goal for that specific classroom and placed on the classroom Scoreboard and monitored at a minimum of weekly. Students will maintain academic and personal goals to monitor in their Data Leadership Notebook and should be monitored at a minimum of weekly. Accountability Partners will be identified to help students monitor and celebrate goals.	Direct Instruction, Behavioral Support Program, Academic Support Program, Other - Leader in Me, Professional Learning	01/02/2017	05/31/2019	\$2000	All Teachers

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<p>Gifted & Talented and Primary Pool</p>	<p>Students who meet eligibility guidelines in grades 4th-6th will receive high quality enrichment instruction including/incorporating strategies on critical thinking, creative thinking, problem solving and future problem solving. Students in the primary pool will receive enrichment activities to further enhance their learning and/or learning styles. Beginning in 2017, in addition to classroom support for enrichment, students will receive pull out services at least once a week if identified in the Primary Pool and/or Gifted and Talented program.</p>	<p>Academic Support Program</p>	<p>01/02/2017</p>	<p>05/31/2018</p>	<p>\$50000</p>	<p>District Gifted and Talented Teacher/All Regular Classroom Teacher(s)</p>
<p>Use of Technology for Intervention/Enrichment</p>	<p>Teachers will utilize available technology programs and seek on-line tools and supports to engage and impact Reading and Math instruction and learning aligned with standards to provide intervention and/or enrichment for identified students (Spelling City, Education Galaxy, AR, Breakthrough to Literacy, Lift Off (4th Grade, pending funding), Hour of Code, Pearson 2.0 Math Diagnostic/Intervention System, Envision Reading Leveled Readers/Interventions, etc.).</p>	<p>Academic Support Program, Technology</p>	<p>01/02/2017</p>	<p>05/31/2018</p>	<p>\$2000</p>	<p>All Reading and Math Teachers</p>
<p>Total</p>					<p>\$176300</p>	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes		

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

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

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

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

Label	Assurance	Response	Comment	Attachment
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

Porter Elementary School

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

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

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

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

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

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

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

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.	N/A		

Comprehensive School Improvement Plan

Porter 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.	N/A		

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.	N/A		

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		

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

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		

Comprehensive School Improvement Plan

Porter 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		

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.	N/A		

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		

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

Porter 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		

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:

INSTRUCTIONAL RESOURCES GOAL: PES will utilize a variety of resources to provide engaged, positive, safe, learning environment for each child as evidenced by performance/perception data and other non-academic indicators by 2019..

Measurable Objective 1:

collaborate to support an engaged, positive, safe, learning climate so that all students will become proficient/distinguished, minimize gaps, and show learning growth by 06/29/2018 as measured by School Safety Plan, PD Logs, PGPs, PTO Minutes, FRC Logs, Advisory Council Agenda/Minutes, SBDM Agenda/Minutes, Sign-In Sheets, Walkthroughs, Lesson Plans, Schedules, Calendars, Webpages, Newsletters, Technology Logs, IC, CiITS, Program Reviews, etc..

Strategy1:

Leader in Me Process - Through the on-going process of implementing The Leader in Me, teachers will share in the decision making and problem solving needs of our school's culture and learning. A Lighthouse Team will help guide the team sharing responsibilities and oversee the effective implementation of The Leader in Me. Action Teams will drive the goals set by the staff. This includes Students Lighthouse Team goals, as well. Universal challenges that will be focused on is Leadership (ensuring leadership skills using the 7 Habits are effectively taught to staff, students, and families), Culture (seeing that the learning environment is conducive for student achievement and for staff performing to their fullest potential), and Academics (empowering students to take responsibility for their education through applying key leadership principles such as goal setting. It also enables staff to focus on the highest academic priorities outlined as needs).

Category: Stakeholder Engagement

Research Cited: Franklin Covey, 7 Habits and The Leader in Me

Activity - Lighthouse/Action Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Lighthouse Team will support the learning culture as it works to create a leadership environment, align academic systems, and teach leadership principals. A Student Lighthouse Team will continue to implement their goals that are set. Action Teams will be put in place as needed and as goals are identified in the school.	Community Engagement Academic Support Program Professional Learning Parent Involvement Recruitment and Retention	01/02/2017	08/30/2019	\$0 - Other	Lighthouse Team Members/Action Team Members

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

Comprehensive School Improvement Plan

Porter Elementary School

Goal 1:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

collaborate to ensure high quality instruction in Writing, Visual and Performing Arts, Practical Living, World Language, and K-3 Program Reviews utilizing resources by 05/31/2018 as measured by teacher schedules, master schedule, program review data, K-PREP data, TELL Survey, surveys, and lesson plans.

Strategy1:

Collaboration of Resources - Utilize all resources (Title I, Title II, UNITE, FRC, ESS, Mountain Comp, ELL, RTA, Community Volunteers/Stakeholders) to provide instructional and support programs beyond the regular classroom.

Category: Stakeholder Engagement

Research Cited: TPGES Domains 1 and 4/Missing Piece-Parent and Community Engagement

Activity - World Language and Global Competency Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Competency and World Language (Spanish) will be integrated into all classrooms. A protocol for each grade level will be identified and teachers will integrate these strategies within their regular classroom. The special teachers (Arts/PE, etc.) will integrate Spanish into their activities, as well allowing for more emersion of the chosen language. Teachers will coordinate with the district technology leader to complete on-going global competencies with activities like "face-time" with an author, etc. The World Language team will ensure all staff has access to the GC/WL rubric for proficient integration.	Academic Support Program Parent Involvement Direct Instruction Technology	01/02/2017	11/29/2019	\$0 - No Funding Required	All Teachers/WL-GC Program Review Team

Activity - Exploratory Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to weekly Exploratory Classes in Writing and STEM. Integration of necessary skills will be integrated into the Exploratory nine-week classes based on data analysis and needs of students (Examples: Editing Skills, Open Responses Math/ELA, Math Topics, Health Related Topics, Problem Solving, Engineering Concepts, Technology, etc.).	Career Preparation/ Orientation Direct Instruction Technology Academic Support Program	01/02/2017	05/31/2018	\$30000 - Other \$60000 - Title II Part A \$60000 - Title I School Improvement (ISI)	Title I Teacher, Title II Teacher, UNITE Teacher, (Principal/SBDM Scheduling)

Comprehensive School Improvement Plan

Porter Elementary School

Activity - Evidence of Program Review Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction, as well as collect and maintain evidence in lesson plans, work samples, and utilize sources of instruction in content areas of Program Reviews (Writing, Arts & Humanities, Practical Living, World Language). Further, K-3 Program will now be documented through assurances. However, teachers will continue to maintain evidence of support of the total program.	Technology Direct Instruction Parent Involvement Career Preparation/ Orientation Academic Support Program Policy and Process Community Engagement Field Trip Extra Curricular	01/02/2017	11/30/2018	\$0 - No Funding Required	All Classroom Teachers/Arts Teacher/K-3 Teachers/Counselor/PE Teacher/UNITE Teacher/Curriculum Coaches-Title I and Title II/FRC Director/Priincipal

Measurable Objective 2:

demonstrate a behavior by participating and monitoring Professional Learning based on professional growth needs and effective instructional practices by 10/01/2018 as measured by PD Logs, PGPs, PLC Notes, E-Mail Communication, Walkthroughs, Obsevatons, and Teacher Meeting Agendas.

Strategy1:

Professional Learning Opportunities - Teachers and Administrators will participate in Professioanl Learning opportunities to allow for better implementation of domains (Planning/Preparation, Classroom Environment, Instruction, Professional Responsibilities, Student Growth) into the classrooms utilizing the Teacher Professional Growth Effectiveness System (TPGES) and other Best Practices identified in teacher's Professional Growth Plans.

Category: Professional Learning & Support

Research Cited: PGES Framework

Activity - Leader in Me Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Staff will participate in the Leader in Me process and will participate in Professional Learning opportunities to ensure fidelity of the total process to continue the improvement of the school culture and academic learning.	Academic Support Program Direct Instruction Other - Leader in Me Parent Involvement Behavioral Support Program Recruitment and Retention Professional Learning	01/02/2017	07/31/2019	\$5000 - District Funding	All Staff

Comprehensive School Improvement Plan

Porter Elementary School

Activity - TPGES Implementation and Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure that all new teachers are updated and knowledgeable of the components of PGES and assist in the implementation of each domain of the new Teacher Professional Growth and Teacher Effectiveness model, utilizing the implementation plan timeline for complete fulfillment of TPGES as outlined in the district protocol. (Evidence may include: Participate in New Teacher District Program, Peer Observations, Peer Observer On-Line Training, etc.)	Recruitment and Retention Professional Learning	01/02/2017	07/31/2018	\$0 - No Funding Required	Principal, Assistant Principal, and Instructional Supervisor Assigned to PES, KTIP and MAT Mentors

Activity - Highly Effective Teachers/Leaders Best Practices (PGES)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/Administrators will participate in Professional Learning Opportunities in the Professional Teacher Growth Effectiveness System and other Best Practices identified in teacher's Professional Growth Plan toward their specific needs identified in the self reflection process. (Book Studies--Daily 5, Whole Brain, Quality Questioning, Kagan, etc.). Strategies outlined in the Equity Tab will be utilized to ensure recruitment and retention of highly qualified teachers/leaders (Peer Observations, Look Fors and Non-Negotiables, Teacher Handbook Best Practices, etc.). As part of the Lighthouse Team, Action Teams will be integrated to ensure strategies and activities that are important to teachers are implemented and remain overtime.	Professional Learning Recruitment and Retention	01/02/2017	07/31/2018	\$1000 - District Funding	All Teachers and All Administrators

Activity - Teacher Book Club	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Action Team will continue to allow for teachers to engage in before/after school Professional Learning. The Action Team will determine educational books that they want to further their knowledge base and abilities to offer effective instructional strategies for their classroom and students. (Some books selected may include: Kagan, Whole Brain, Worksheets Don't Produce Dendrites, etc.)	Recruitment and Retention Academic Support Program Professional Learning Career Preparation/Orientation	01/02/2017	07/31/2018	\$0 - No Funding Required	Book Club Action Team

Measurable Objective 3:

demonstrate a proficiency by increasing the number of students scoring Proficient/Distinguished in Writing by 11/30/2018 as measured by K-PREP Writing Scores.

Strategy1:

Writing Across The Curriculum - Utilizing the adopted Literacy Protocol and Best Practices for Writing, teachers will monitor student's writing samples and monitor the integration of writing strategies in all classrooms using common language and common practices to build Writing Capacity and Literacy at all grades. Writing is monitored and scored three times a year; including a pre-post writing/scoring.

Category: Integrated Methods for Learning

Research Cited: ELA Standards/Literacy Plan

Comprehensive School Improvement Plan

Porter Elementary School

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all classrooms will implement effective writing strategies (utilizing ELA, LTF, work from PLCs, and/or Professional Learning Opportunities) in all classrooms and will participate in monitoring of the school-wide Writing Literacy Program at least three times a year.	Academic Support Program Professional Learning Direct Instruction Policy and Process	01/02/2017	05/31/2018	\$0 - No Funding Required	All Teachers

Measurable Objective 4:

collaborate to align curriculum and resources to the new Science and new Social Studies standards by 07/31/2018 as measured by pacing guides, formative and TCT assessments, and lesson planning.

Strategy1:

Social Studies Initiative - Utilizing district and school PLCs, instructional leaders will network to align curriculum and resources to the new Social Studies Standards, ultimately to help influence best practices in the teaching and learning of the new Social Studies Standards.

Category: Integrated Methods for Learning

Research Cited: New Social Studies Standards

Activity - Social Studies Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning opportunities (work release, PD, PLCs) to integrate new Social Studies standards into lesson planning.	Professional Learning	01/02/2017	07/31/2018	\$500 - District Funding	Social Studies Teachers

Activity - Social Studies Resources for Differentiation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth Grade SS will utilize Education Galaxy, Moby Max, and Chromebooks for differentiation of identified skills. A focus on Geography skill has been identified as a weakness. Therefore, students will receive differentiation in this area to support weaknesses.	Other - Novice Reduction and Gap Activity Academic Support Program Direct Instruction	01/02/2017	05/31/2018	\$0 - No Funding Required	Fifth Grade Social Studies Teacher

Strategy2:

Science Standards Initiative - Utilizing district and school level PLCs, teachers and instructional leaders will network to help align curriculum and resources for the Next Generation Science Standards, ultimately helping teachers to integrate best practices toward the teaching and learning process of the new Science Standards.

Category: Integrated Methods for Learning

Research Cited: TPGES Framework/Next Generations Science Standards/State Accountability Model

Comprehensive School Improvement Plan

Porter Elementary School

Activity - Stemscores	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of Science will utilize Stemscores as a resource to help integrate best practices and strategies outlined in the Next Generation Science standards.	Academic Support Program Direct Instruction Other - Hands-On Materials and Resources Professional Learning	01/02/2017	07/31/2018	\$1000 - School Council Funds	Science Teachers

Activity - Science Standards Professional Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in Professional Learning opportunities (release time, PLC, PD) to integrate the new Science standards into lesson planning. Part of this PL will include Stemscores, TCT, etc.	Professional Learning	01/02/2017	05/31/2018	\$500 - District Funding	All Science Teachers

Measurable Objective 5:

demonstrate a proficiency by increasing the combined Reading and Mathematics Scores 68.0 to 73.4. by 11/30/2018 as measured by state assessments.

Strategy1:

Response to Intervention and Enrichment - Teachers will utilize Response to Intervention (Rtl) protocol to ensure students that are working below grade level peers (Novice Reduction and Gap Students) receive intervention strategies throughout the school year based on their academic deficiencies in Reading and Math. Each teacher will collaborate with the Reading Specialist (RTA), UNITE Teacher, Curriculum Coach, Mountain Comp School-Based Counselor (if applicable), School Counselor (if applicable), and/or Instructional Aides to ensure monitoring and success of Rtl students. Further, students will be provided appropriate learning opportunities extended beyond the regular content curriculum for those working above grade level peers (Enrichment). Students identified in the Primary Pool and Gifted and Talented will receive services beyond the regular classroom at least once weekly in the areas identified in their individual plan.

Category: Stakeholder Engagement

Research Cited: Response to Intervention/Novice Reduction Strategies/Gap Strategies

Activity - Use of Technology for Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize available technology programs and seek on-line tools and supports to engage and impact Reading and Math instruction and learning aligned with standards to provide intervention and/or enrichment for identified students (Spelling City, Education Galaxy, AR, Breakthrough to Literacy, Lift Off (4th Grade, pending funding), Hour of Code, Pearson 2.0 Math Diagnostic/Intervention System, Envision Reading Leveled Readers/Interventions, etc.).	Technology Academic Support Program	01/02/2017	05/31/2018	\$2000 - District Funding \$4000 - School Council Funds	All Reading and Math Teachers

Comprehensive School Improvement Plan

Porter Elementary School

Activity - Gifted & Talented and Primary Pool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who meet eligibility guidelines in grades 4th-6th will receive high quality enrichment instruction including/incorporating strategies on critical thinking, creative thinking, problem solving and future problem solving. Students in the primary pool will receive enrichment activities to further enhance their learning and/or learning styles. Beginning in 2017, in addition to classroom support for enrichment, students will receive pull out services at least once a week if identified in the Primary Pool and/or Gifted and Talented program.	Academic Support Program	01/02/2017	05/31/2018	\$50000 - District Funding	District Gifted and Talented Teacher/All Regular Classroom Teacher(s)

Strategy2:

Progress Monitoring and Assessments - Teachers will continue to develop and monitor congruent grade level assessments that address the intent and depth of the ELA and Math standards in order to assist students in the attainment of the learning targets. Teachers will utilize a variety of resources for data points such as grade level common formative assessments, observation of students, fluency checks, fresh reads-comprehension, Pearson Success Net, Envision Math, AR, STAR, etc. to monitor student learning throughout the year in Reading and Math. Teachers will use state and district assessments to complete data analysis for the purpose of identifying gaps and for novice reduction.

Category: Continuous Improvement

Research Cited: Effective Use of Assessments and Assessment Literacy/Novice Reduction/Gap Groups

Activity - Pre-K Screener-Second Grade Assessments and Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment screening tools that measure student proficiency in early education will be administered to Pre-School-2 grade students (Pre-School Screeners--Brigance LAP-D, ECERS/Kindergarten Brigance Screener, K-2 pre and post GMADE and GRADE) as means of developing plans towards K-3 proficiency in Reading and Math.	Other - Brigance, GMADE, GRADE Academic Support Program	01/02/2017	05/31/2018	\$5000 - District Funding	Administrators, Pre-School/Head Start, and K-2 Teachers

Activity - School Readiness Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-School/Headstart will implement strategies and activities outlined in the BSACAP School Readiness Alignment to ensure readiness goals are aligned with Head Start Child Development, Early Learning Framework, KY Early Childhood Standards and KY ECS Benchmarks. Beyond the screeners that will be used to assess readiness, there will be collaboration strategies to ensure a more positive transition between Head Start and Kindergarten students readiness. Further, Head Start will provide on going information and technology links to parents to ensure their awareness of skills students need prior to entering Kindergarten (Evidence includes the Head Start Web Page, lesson plans, BSACAP School Readiness Alignment Document, Assessment Screener Results, Kinder Camp, etc.)	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Head Start Teacher(s)/Head Start Director/Kindergarten Teachers

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Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.	Academic Support Program Technology	01/02/2017	05/31/2018	\$2000 - School Council Funds \$2000 - General Fund	All Reading and Math Teachers/Preschool and Headstart Teachers

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Special Education Teachers

Goal 2:

STATE GAP GOAL: Porter Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 62.3 to 78.7 by 2019 as evidenced by state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Mathematics from 62.0 to 70.7 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Targets..

Strategy1:

Math Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will integrate multiple models of strategies and resources to help students develop better mathematical concepts and understandings of the standards. Further, teachers of math will progress monitor data points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

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Porter Elementary School

Activity - Math Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of mathematical resources and effective strategies to ensure student mastery in the concepts of Math. Teachers will use the adopted Envision Math textbook and on-line resources, Education Galaxy, problem solving strategies (POD), quick math facts, FAL lessons, and/or Envision Intervention/Enrichment strategies, etc. Teachers will use data points to regularly monitor student's progress in mathematical concepts.	Direct Instruction Technology Academic Support Program	01/02/2017	11/30/2018	\$0 - No Funding Required	All Math Teachers

Measurable Objective 2:

collaborate to decrease the number of students scoring at the novice level in Reading and Mathematics by 11/30/2017 as measured by a reduction of novice scores by 10% each year for a total reduction of 50% by 2020..

Strategy1:

Novice Reduction Strategies - Teachers will integrate Student Data Leadership Notebooks as a means for students to "own their learning". Students will be asked to track key concepts in their Data Leadership Notebooks in the content areas of Reading, Writing, and Mathematics helping students understand learning targets and criteria for success. These learning targets will be monitored, reflected, and shared appropriately throughout the year with parents in Student-Led Conference.

Category: Integrated Methods for Learning

Research Cited: Leader in Me/CASL/Student Voice/TPGES 3D Using Assessment in Instruction and 4C Communicating with Families

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be identified for Rtl for Reading and Math. Students identified in Tiers II and III will receive services beyond the regular math and reading program to ensure students reach proficiency at all grade levels. Rtl will use monitoring tools outlined in the PAWS Behavior Plan, District Rtl documents, and documents and assessments used in RTA .	Direct Instruction Behavioral Support Program Tutoring Academic Support Program Policy and Process	01/31/2017	11/30/2018		All Teachers, RTA Grant Teacher, ESS Daytime Tutor, UNITE, etc.

Activity - Data Wall/Teacher Data Tracking Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use information from Data Analysis to form a Data Wall. The Data Wall will allow teachers to focus on students who have scored Novice on the current state assessment or have scored Novice over time. Also, will help teachers focus on students who are borderline to moving forward to proficiency, reducing both Novice and Apprentice scores in Reading and Math.	Academic Support Program Direct Instruction	01/31/2017	11/30/2018		All Reading and Math Teachers

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Activity - Data Leadership Notebooks/Student-Led Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize their own Data Leadership Notebook in the content areas of Reading, Writing, and Mathematics to monitor their own learning. Students will be asked to monitor, reflect, and set personal and professional goals in the Leadership Notebook. Students will share their notebooks during at least one parent conference and other opportunities to share their learning progress. Teachers will integrate Student Data Leadership Notebooks as a means for students to "own their learning". Students will be asked to track key concepts in their Data Leadership Notebooks in the content areas of Reading, Writing, and Mathematics helping students understand learning targets and criteria for success. These learning targets will be monitored, reflected, and shared appropriately throughout the year with parents.	Behavioral Support Program Academic Support Program Direct Instruction Other - Leader in Me Process	01/31/2017	05/31/2018		All LA and Math Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Reading from 74.0 to 76.1 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Target..

Strategy1:

Reading Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will meet in PLCs to integrate effective literacy strategies and collaborate resources to help students develop their literacy skills. Further, teachers will progress monitor data literacy points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Activity - Reading Best Practices/Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following our Literacy Plan, we will integrate multiple models of strategies and resources to help students develop better reading and communication skills (comprehension, fluency, word knowledge, phonetics, phonetic awareness, responding in writing, Daily Five and CAFE in Primary, differentiated leveled readers, etc.).	Direct Instruction Academic Support Program	01/02/2017	11/30/2018	\$500 - Other	All LA Teachers

Measurable Objective 4:

collaborate to decrease the number of students in the gap grades/group (third and fourth grades) scoring at the novice level in Mathematics by 11/30/2018 as measured by reduction of novice scores by 10% per year on the K-PREP Assesment..

Strategy1:

Mathematical Practices for Gap Groups - Teachers will utilize "best practices" for teaching math including problem solving (POD), hands-on manipulatives, integrated technologies, Envision on-line resources, FAL lessons, Envision Math Textbooks, Environ Intervention and Enrichment activities, and/or Education Galaxy. Small groups will be offered in the regular classroom for students who need intervention.

Additionally, students identified will receive Rtl services in math. A focused, intentional Math Intervention/Enrichment block will be included
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additionally. Novice students identified as well as those who are struggling in the current content will receive intervention at all grade levels.

Category: Continuous Improvement

Research Cited: Novice Reduction Strategies/Gap Group Strategies

Activity - Daily 3 Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in primary grades will begin to implement strategies from a Book Study on the Daily 3. Strategies target all students mathematical needs and allows for individualized learning in areas needed as they occur.	Academic Support Program Direct Instruction Professional Learning	01/02/2017	11/30/2018	\$0 - No Funding Required	Primary Teachers

Activity - Envision Daily Common Core Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in third grade will implement daily Common Core Review to keep previous topics reviewed so that students retain mathematical processes necessary to continue their learning. Teachers will use these reviews to monitor student's in the content area of Math throughout the year. This will help ensure appropriate Interventions are implemented as needed and as they occur in the teaching and learning.	Direct Instruction Other - Novice Reduction Strategy/Monitoring Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Third Grade Teachers

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

Goal 1:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined Reading and Mathematics Scores 68.0 to 73.4. by 11/30/2018 as measured by state assessments.

Strategy1:

Progress Monitoring and Assessments - Teachers will continue to develop and monitor congruent grade level assessments that address the intent and depth of the ELA and Math standards in order to assist students in the attainment of the learning targets. Teachers will utilize a variety of resources for data points such as grade level common formative assessments, observation of students, fluency checks, fresh reads-comprehension, Pearson Success Net, Envision Math, AR, STAR, etc. to monitor student learning throughout the year in Reading and Math. Teachers will use state and district assessments to complete data analysis for the purpose of identifying gaps and for novice reduction.

Category: Continuous Improvement

Research Cited: Effective Use of Assessments and Assessment Literacy/Novice Reduction/Gap Groups

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Activity - School Readiness Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-School/Headstart will implement strategies and activities outlined in the BSACAP School Readiness Alignment to ensure readiness goals are aligned with Head Start Child Development, Early Learning Framework, KY Early Childhood Standards and KY ECS Benchmarks. Beyond the screeners that will be used to assess readiness, there will be collaboration strategies to ensure a more positive transition between Head Start and Kindergarten students readiness. Further, Head Start will provide on going information and technology links to parents to ensure their awareness of skills students need prior to entering Kindergarten (Evidence includes the Head Start Web Page, lesson plans, BSACAP School Readiness Alignment Document, Assessment Screener Results, Kinder Camp, etc.)	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Head Start Teacher(s)/Head Start Director/Kindergarten Teachers

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.	Technology Academic Support Program	01/02/2017	05/31/2018	\$2000 - General Fund \$2000 - School Council Funds	All Reading and Math Teachers/Preschool and Headstart Teachers

Activity - Pre-K Screener-Second Grade Assessments and Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment screening tools that measure student proficiency in early education will be administered to Pre-School-2 grade students (Pre-School Screeners--Brigance LAP-D, ECERS/Kindergarten Brigance Screener, K-2 pre and post GMADE and GRADE) as means of developing plans towards K-3 proficiency in Reading and Math.	Other - Brigance, GMADE, GRADE Academic Support Program	01/02/2017	05/31/2018	\$5000 - District Funding	Administrators, Pre-School/Head Start, and K-2 Teachers

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Special Education Teachers

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

Goal 1:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined Reading and Mathematics Scores 68.0 to 73.4. by 11/30/2018 as measured by state assessments.

Strategy1:

Progress Monitoring and Assessments - Teachers will continue to develop and monitor congruent grade level assessments that address the intent and depth of the ELA and Math standards in order to assist students in the attainment of the learning targets. Teachers will utilize a variety of resources for data points such as grade level common formative assessments, observation of students, fluency checks, fresh reads-comprehension, Pearson Success Net, Envision Math, AR, STAR, etc. to monitor student learning throughout the year in Reading and Math. Teachers will use state and district assessments to complete data analysis for the purpose of identifying gaps and for novice reduction.

Category: Continuous Improvement

Research Cited: Effective Use of Assessments and Assessment Literacy/Novice Reduction/Gap Groups

Activity - Pre-K Screener-Second Grade Assessments and Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment screening tools that measure student proficiency in early education will be administered to Pre-School-2 grade students (Pre-School Screeners--Brigance LAP-D, ECERS/Kindergarten Brigance Screener, K-2 pre and post GMADE and GRADE) as means of developing plans towards K-3 proficiency in Reading and Math.	Academic Support Program Other - Brigance, GMADE, GRADE	01/02/2017	05/31/2018	\$5000 - District Funding	Administrators, Pre-School/Head Start, and K-2 Teachers

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Special Education Teachers

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Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.	Academic Support Program Technology	01/02/2017	05/31/2018	\$2000 - General Fund \$2000 - School Council Funds	All Reading and Math Teachers/Preschool and Headstart Teachers

Activity - School Readiness Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-School/Headstart will implement strategies and activities outlined in the BSACAP School Readiness Alignment to ensure readiness goals are aligned with Head Start Child Development, Early Learning Framework, KY Early Childhood Standards and KY ECS Benchmarks. Beyond the screeners that will be used to assess readiness, there will be collaboration strategies to ensure a more positive transition between Head Start and Kindergarten students readiness. Further, Head Start will provide on going information and technology links to parents to ensure their awareness of skills students need prior to entering Kindergarten (Evidence includes the Head Start Web Page, lesson plans, BSACAP School Readiness Alignment Document, Assessment Screener Results, Kinder Camp, etc.)	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Head Start Teacher(s)/Head Start Director/Kindergarten Teachers

Goal 2:

NOVICE REDUCTION GOAL: Porter Elementary will reduce the number of students scoring Novice in Reading (to 7.0) and Mathematics (to 7.25) for a total reduction of 50% by 2020 as indicated by state assessment results.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency by a decrease of 1.45 (to 11.6 total) in the number of Novice students in Mathematics by 11/30/2018 as measured by state assessment state results..

Strategy1:

Attendance Support - Utilization of a variety of strategies to improve attendance of Novice students (and all students) at Porter Elementary.

Promote a school-wide WIG that will be monitored at the school-wide level, grade-level, class-level, and individual student level.

Category: Stakeholder Engagement

Research Cited: Attendance/Leader in Me

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Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will maintain a class WIG in their classroom and then an individual WIG (in their Data Leadership Notebooks or Agenda Book) for monitoring personal attendance. Students with 10% absentees will be asked to set goal activities to improve on their attendance at school. Teachers will monitor the LIM WIG attendance process. PTO will offer incentives for monthly, quarterly, and end of year perfect attendance. The school Attendance Action Team will monitor the school-wide protocol outlined to maintain 95% or better as our WIG.	Behavioral Support Program Policy and Process Parent Involvement Other - Leader in Me Field Trip Community Engagement	01/02/2017	05/31/2018	\$1000 - Other	Attendance Action Team/All Homeroom Teachers/PTO/FRC Director/Principal

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

Goal 1:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of students scoring Proficient/Distinguished in Writing by 11/30/2018 as measured by K-PREP Writing Scores.

Strategy1:

Writing Across The Curriculum - Utilizing the adopted Literacy Protocol and Best Practices for Writing, teachers will monitor student's writing samples and monitor the integration of writing strategies in all classrooms using common language and common practices to build Writing Capacity and Literacy at all grades. Writing is monitored and scored three times a year; including a pre-post writing/scoring.

Category: Integrated Methods for Learning

Research Cited: ELA Standards/Literacy Plan

Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all classrooms will implement effective writing strategies (utilizing ELA, LTF, work from PLCs, and/or Professional Learning Opportunities) in all classrooms and will participate in monitoring of the school-wide Writing Literacy Program at least three times a year.	Professional Learning Direct Instruction Academic Support Program Policy and Process	01/02/2017	05/31/2018	\$0 - No Funding Required	All Teachers

Measurable Objective 2:

demonstrate a proficiency by increasing the combined Reading and Mathematics Scores 68.0 to 73.4. by 11/30/2018 as measured by state assessments.

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Strategy1:

Response to Intervention and Enrichment - Teachers will utilize Response to Intervention (Rtl) protocol to ensure students that are working below grade level peers (Novice Reduction and Gap Students) receive intervention strategies throughout the school year based on their academic deficiencies in Reading and Math. Each teacher will collaborate with the Reading Specialist (RTA), UNITE Teacher, Curriculum Coach, Mountain Comp School-Based Counselor (if applicable), School Counselor (if applicable), and/or Instructional Aides to ensure monitoring and success of Rtl students. Further, students will be provided appropriate learning opportunities extended beyond the regular content curriculum for those working above grade level peers (Enrichment). Students identified in the Primary Pool and Gifted and Talented will receive services beyond the regular classroom at least once weekly in the areas identified in their individual plan.

Category: Stakeholder Engagement

Research Cited: Response to Intervention/Novice Reduction Strategies/Gap Strategies

Activity - Use of Technology for Intervention/Enrichment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize available technology programs and seek on-line tools and supports to engage and impact Reading and Math instruction and learning aligned with standards to provide intervention and/or enrichment for identified students (Spelling City, Education Galaxy, AR, Breakthrough to Literacy, Lift Off (4th Grade, pending funding), Hour of Code, Pearson 2.0 Math Diagnostic/Intervention System, Envision Reading Leveled Readers/Interventions, etc.).	Academic Support Program Technology	01/02/2017	05/31/2018	\$4000 - School Council Funds \$2000 - District Funding	All Reading and Math Teachers

Activity - Gifted & Talented and Primary Pool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who meet eligibility guidelines in grades 4th-6th will receive high quality enrichment instruction including/incorporating strategies on critical thinking, creative thinking, problem solving and future problem solving. Students in the primary pool will receive enrichment activities to further enhance their learning and/or learning styles. Beginning in 2017, in addition to classroom support for enrichment, students will receive pull out services at least once a week if identified in the Primary Pool and/or Gifted and Talented program.	Academic Support Program	01/02/2017	05/31/2018	\$50000 - District Funding	District Gifted and Talented Teacher/All Regular Classroom Teacher(s)

Strategy2:

Progress Monitoring and Assessments - Teachers will continue to develop and monitor congruent grade level assessments that address the intent and depth of the ELA and Math standards in order to assist students in the attainment of the learning targets. Teachers will utilize a variety of resources for data points such as grade level common formative assessments, observation of students, fluency checks, fresh reads-comprehension, Pearson Success Net, Envision Math, AR, STAR, etc. to monitor student learning throughout the year in Reading and Math. Teachers will use state and district assessments to complete data analysis for the purpose of identifying gaps and for novice reduction.

Category: Continuous Improvement

Research Cited: Effective Use of Assessments and Assessment Literacy/Novice Reduction/Gap Groups

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Activity - Pre-K Screener-Second Grade Assessments and Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment screening tools that measure student proficiency in early education will be administered to Pre-School-2 grade students (Pre-School Screeners--Brigance LAP-D, ECERS/Kindergarten Brigance Screener, K-2 pre and post GMADE and GRADE) as means of developing plans towards K-3 proficiency in Reading and Math.	Other - Brigance, GMADE, GRADE Academic Support Program	01/02/2017	05/31/2018	\$5000 - District Funding	Administrators, Pre-School/Head Start, and K-2 Teachers

Activity - Universal Screeners	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-6 Teachers will utilize school-wide Universal Screeners three times a year to progress monitor student growth in Reading, Writing, and Math. Reading: STAR and STAR Literacy and GRADE (K-2) WRITING: School-Wide Writing/Literacy Protocol MATH: Education Galaxy Pre-Assessment (grades/subjects appropriate), Envision Math Quick Checks, GMADE (K-2). Further, Pre-School/Headstart will utilize the School Readiness Alignment and all parents will be given a copy of the will document. Headstart will use the Brigance Screener at the beginning of the school year for all incoming students and the Teaching Strategies Gold Assessment will be used and monitored as their Universal Screener three times a year.	Academic Support Program Technology	01/02/2017	05/31/2018	\$2000 - School Council Funds \$2000 - General Fund	All Reading and Math Teachers/Preschool and Headstart Teachers

Activity - School Readiness Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pre-School/Headstart will implement strategies and activities outlined in the BSACAP School Readiness Alignment to ensure readiness goals are aligned with Head Start Child Development, Early Learning Framework, KY Early Childhood Standards and KY ECS Benchmarks. Beyond the screeners that will be used to assess readiness, there will be collaboration strategies to ensure a more positive transition between Head Start and Kindergarten students readiness. Further, Head Start will provide on going information and technology links to parents to ensure their awareness of skills students need prior to entering Kindergarten (Evidence includes the Head Start Web Page, lesson plans, BSACAP School Readiness Alignment Document, Assessment Screener Results, Kinder Camp, etc.)	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Head Start Teacher(s)/Head Start Director/Kindergarten Teachers

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Special Education Teachers

Goal 2:

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STATE GAP GOAL: Porter Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 62.3 to 78.7 by 2019 as evidenced by state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Mathematics from 62.0 to 70.7 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Targets..

Strategy1:

Math Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will integrate multiple models of strategies and resources to help students develop better mathematical concepts and understandings of the standards. Further, teachers of math will progress monitor data points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Activity - Math Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of mathematical resources and effective strategies to ensure student mastery in the concepts of Math. Teachers will use the adopted Envision Math textbook and on-line resources, Education Galaxy, problem solving strategies (POD), quick math facts, FAL lessons, and/or Envision Intervention/Enrichment strategies, etc. Teachers will use data points to regularly monitor student's progress in mathematical concepts.	Academic Support Program Technology Direct Instruction	01/02/2017	11/30/2018	\$0 - No Funding Required	All Math Teachers

Measurable Objective 2:

collaborate to decrease students in the Gap Groups by 11/30/2018 as measured by decreasing the number of students in the non-duplicated Gap Group on K-PREP assessments..

Strategy1:

Monitoring of Learning - Teachers and students will integrate data notebooks to monitor learning. Students will be asked to monitor their learning targets in Reading, Mathematics, and Writing in a Student Data Leadership Notebook. Teachers will create a Data Wall and monitor students who have scored novice on state assessments. Further, teachers will utilize PLCs to monitor learning goals throughout the year (at least three times).

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me/Progress Monitoring

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Activity - Teacher Data Wall/Leadership Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a Data Wall for students scoring Novice on the state assessments. Further, teachers will maintain a Teacher Data Notebook in order to progress monitor students learning of targets (at a minimum of three times a year).	Other - Leader in Me-Aligning Academics Direct Instruction Academic Support Program Behavioral Support Program Professional Learning	01/02/2017	05/31/2018	\$0 - No Funding Required	All La and Math Teachers and Special Needs Teachers

Activity - Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to utilize protocol for Rtl. Students identified in Tiers II and III will receive serviced beyond the regular math and reading program to ensure students reach proficiency at all grade levels. Rtl will use monitoring tools outlined in the PAWS Behavior Plan, District and School Rtl documents, and documents and assessments used in RTA.	Tutoring Parent Involvement Technology Behavioral Support Program Direct Instruction Academic Support Program Policy and Process Professional Learning	01/02/2017	05/31/2018	\$0 - No Funding Required	All Classroom Teachers/RTA/Counselor

Activity - Student Data Leadership Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Data Leadership Notebooks to monitor their learning targets in Reading, Math, and Writing. Personal goals are encouraged to be set in addition to academic goals.	Behavioral Support Program Other - Leadership Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All LA and Math Teachers and Special Needs Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Reading from 74.0 to 76.1 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Target..

Strategy1:

Reading Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will meet in PLCs to integrate effective literacy strategies and collaborate resources to help students develop their literacy skills. Further, teachers will progress monitor data literacy points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Comprehensive School Improvement Plan

Porter Elementary School

Activity - Reading Best Practices/Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following our Literacy Plan, we will integrate multiple models of strategies and resources to help students develop better reading and communication skills (comprehension, fluency, word knowledge, phonetics, phonetic awareness, responding in writing, Daily Five and CAFE in Primary, differentiated leveled readers, etc.).	Academic Support Program Direct Instruction	01/02/2017	11/30/2018	\$500 - Other	All LA Teachers

Measurable Objective 4:

collaborate to decrease the number of students in the gap grades/group (third and fourth grades) scoring at the novice level in Mathematics by 11/30/2018 as measured by reduction of novice scores by 10% per year on the K-PREP Assessment..

Strategy1:

Mathematical Practices for Gap Groups - Teachers will utilize "best practices" for teaching math including problem solving (POD), hands-on manipulatives, integrated technologies, Envision on-line resources, FAL lessons, Envision Math Textbooks, Environ Intervention and Enrichment activities, and/or Education Galaxy. Small groups will be offered in the regular classroom for students who need intervention.

Additionally, students identified will receive RtI services in math. A focused, intentional Math Intervention/Enrichment block will be included additionally. Novice students identified as well as those who are struggling in the current content will receive intervention at all grade levels.

Category: Continuous Improvement

Research Cited: Novice Reduction Strategies/Gap Group Strategies

Activity - Daily 3 Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in primary grades will begin to implement strategies from a Book Study on the Daily 3. Strategies target all students mathematical needs and allows for individualized learning in areas needed as they occur.	Professional Learning Academic Support Program Direct Instruction	01/02/2017	11/30/2018	\$0 - No Funding Required	Primary Teachers

Activity - Envision Daily Common Core Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in third grade will implement daily Common Core Review to keep previous topics reviewed so that students retain mathematical processes necessary to continue their learning. Teachers will use these reviews to monitor student's in the content area of Math throughout the year. This will help ensure appropriate Interventions are implemented as needed and as they occur in the teaching and learning.	Academic Support Program Other - Novice Reduction Strategy/Monitoring Direct Instruction	01/02/2017	05/31/2018	\$0 - No Funding Required	Third Grade Teachers

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Activity - Math Diagnostic Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of special needs students will implement a Diagnostic Intervention System in order to diagnose problems as they occur in the learning and to identify strengths/weaknesses in mathematical processes. Further, this will help to provide engaging strategies to students with learning disabilities and help to reduce learning deficits and reduce novice scores among this identified group.	Academic Support Program Direct Instruction	01/02/2017	05/31/2018	\$0 - No Funding Required	Special Education Teachers

Goal 3:

INSTRUCTIONAL RESOURCES GOAL: PES will utilize a variety of resources to provide engaged, positive, safe, learning environment for each child as evidenced by performance/perception data and other non-academic indicators by 2019..

Measurable Objective 1:

collaborate to support an engaged, positive, safe, learning climate so that all students will become proficient/distinguished, minimize gaps, and show learning growth by 06/29/2018 as measured by School Safety Plan, PD Logs, PGPs, PTO Minutes, FRC Logs, Advisory Council Agenda/Minutes, SBDM Agenda/Minutes, Sign-In Sheets, Walkthroughs, Lesson Plans, Schedules, Calendars, Webpages, Newsletters, Technology Logs, IC, CiiTS, Program Reviews, etc..

Strategy1:

Monitoring/Grading System - Teachers will utilize formative and summative assessments to monitor student learning of "I cans" and "core content standards". Teachers will maintain a Data Tracking Notebook of student progress.

Category: Management Systems

Research Cited: How to Grade for Learning/Assessment for Learning Book Studies/Leader in Me

Activity - Standards Based Reporting/Report of Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 will utilize the new district Standards Based Grading Reporting System to ensure the on-going monitoring of student learning of essential content and for purposes of feedback to students and parents. 4-6 Grades will utilize the IC Report Cards and the PES " Do No Harm Grading Procedures". Data Notebooks are also utilized in all grades for purpose of monitoring and feedback about the learning process.	Policy and Process Academic Support Program	01/02/2017	05/31/2018	\$500 - School Council Funds	All Teachers

Goal 4:

NOVICE REDUCTION GOAL: Porter Elementary will reduce the number of students scoring Novice in Reading (to 7.0) and Mathematics (to 7.25) for a total reduction of 50% by 2020 as indicated by state assessment results.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency by a decrease of 1.45 (to 11.6 total) in the number of Novice students in Mathematics by 11/30/2018 as measured by state assessment state results..

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Strategy1:

Attendance Support - Utilization of a variety of strategies to improve attendance of Novice students (and all students) at Porter Elementary. Promote a school-wide WIG that will be monitored at the school-wide level, grade-level, class-level, and individual student level.

Category: Stakeholder Engagement

Research Cited: Attendance/Leader in Me

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will maintain a class WIG in their classroom and then an individual WIG (in their Data Leadership Notebooks or Agenda Book) for monitoring personal attendance. Students with 10% absentees will be asked to set goal activities to improve on their attendance at school. Teachers will monitor the LIM WIG attendance process. PTO will offer incentives for monthly, quarterly, and end of year perfect attendance. The school Attendance Action Team will monitor the school-wide protocol outlined to maintain 95% or better as our WIG.	Policy and Process Community Engagement Behavioral Support Program Field Trip Other - Leader in Me Parent Involvement	01/02/2017	05/31/2018	\$1000 - Other	Attendance Action Team/All Homeroom Teachers/PTO/FRC Director/Principal

Strategy2:

Aligning Academics for Novice Reduction - Utilize Leader in Me Aligning Academics process for engaging students in their own monitoring of their learning both with academics and personal WIGs. Encourage leadership roles at all grade levels and in all classrooms. Encourage accountability partners in all classrooms. Classrooms keep a Scoreboard for class goals. Students maintain Data Leadership Notebooks for their WIGS.

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me

Activity - Focus on Wildly Important Goals (WIGs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers with student input will write smart class goal(s) to monitor throughout the year. Goals should include AR, Attendance, Behavior, and a Math or other subject area goal for that specific classroom and placed on the classroom Scoreboard and monitored at a minimum of weekly. Students will maintain academic and personal goals to monitor in their Data Leadership Notebook and should be monitored at a minimum of weekly. Accountability Partners will be identified to help students monitor and celebrate goals.	Direct Instruction Behavioral Support Program Professional Learning Academic Support Program Other - Leader in Me	01/02/2017	05/31/2019	\$2000 - District Funding	All Teachers

Strategy3:

Small Group Math - Teachers will integrate multiple models of strategies and resources to help Novice students develop better mathematical concepts and understandings of the standards through small group instruction on a regular basis and as the need occurs throughout the year.

Category: Integrated Methods for Learning

Research Cited: Direct Instruction/Rtl

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Activity - Math Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize mathematical practices to integrate effective best practices (integrating small group instruction) for those not meeting standards and/or identified as Novice.	Academic Support Program Direct Instruction Tutoring	01/02/2017	05/31/2018	\$500 - Other	All Math Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the combined Reading and Mathematics Scores 68.0 to 73.4. by 11/30/2018 as measured by state assessments.

Strategy1:

Progress Monitoring and Assessments - Teachers will continue to develop and monitor congruent grade level assessments that address the intent and depth of the ELA and Math standards in order to assist students in the attainment of the learning targets. Teachers will utilize a variety of resources for data points such as grade level common formative assessments, observation of students, fluency checks, fresh reads-comprehension, Pearson Success Net, Envision Math, AR, STAR, etc. to monitor student learning throughout the year in Reading and Math. Teachers will use state and district assessments to complete data analysis for the purpose of identifying gaps and for novice reduction.

Category: Continuous Improvement

Research Cited: Effective Use of Assessments and Assessment Literacy/Novice Reduction/Gap Groups

Activity - Special Needs Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Needs teachers will utilize Brigance for baseline data when creating student resource goals for their IEPs and again for monitoring gains. Further, all special need teachers utilize weekly monitoring per each student goal as evidenced in the Teacher Data Notebook, Student Data Leadership Notebooks, and progress reports.	Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Special Education Teachers

Goal 2:

STATE GAP GOAL: Porter Elementary will meet the Achievement Gap Goal (non-duplicated) Delivery Target for Combined Reading and Mathematics from 62.3 to 78.7 by 2019 as evidenced by state assessment results.

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Measurable Objective 1:

collaborate to decrease students in the Gap Groups by 11/30/2018 as measured by decreasing the number of students in the non-duplicated Gap Group on K-PREP assessments..

Strategy1:

Monitoring of Learning - Teachers and students will integrate data notebooks to monitor learning. Students will be asked to monitor their learning targets in Reading, Mathematics, and Writing in a Student Data Leadership Notebook. Teachers will create a Data Wall and monitor students who have scored novice on state assessments. Further, teachers will utilize PLCs to monitor learning goals throughout the year (at least three times).

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me/Progress Monitoring

Activity - Response to Intervention (Rtl)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to utilize protocol for Rtl. Students identified in Tiers II and III will receive serviced beyond the regular math and reading program to ensure students reach proficiency at all grade levels. Rtl will use monitoring tools outlined in the PAWS Behavior Plan, District and School Rtl documents, and documents and assessments used in RTA.	Technology Academic Support Program Professional Learning Parent Involvement Behavioral Support Program Policy and Process Tutoring Direct Instruction	01/02/2017	05/31/2018	\$0 - No Funding Required	All Classroom Teachers/RTA/Counselor

Activity - Student Data Leadership Notebook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will utilize Data Leadership Notebooks to monitor their learning targets in Reading, Math, and Writing. Personal goals are encouraged to be set in addition to academic goals.	Behavioral Support Program Other - Leadership Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All LA and Math Teachers and Special Needs Teachers

Measurable Objective 2:

collaborate to decrease the number of students in the gap grades/group (third and fourth grades) scoring at the novice level in Mathematics by 11/30/2018 as measured by reduction of novice scores by 10% per year on the K-PREP Assesment..

Strategy1:

Mathematical Practices for Gap Groups - Teachers will utilize "best practices" for teaching math including problem solving (POD), hands-on manipulatives, integrated technologies, Envision on-line resources, FAL lessons, Envision Math Textbooks, Environ Intervention and Enrichment activities, and/or Education Galaxy. Small groups will be offered in the regular classroom for students who need intervention.

Additionally, students identified will receive Rtl services in math. A focused, intentional Math Intervention/Enrichment block will be included

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Additionally, Novice students identified as well as those who are struggling in the current content will receive intervention at all grade levels.

Category: Continuous Improvement

Research Cited: Novice Reduction Strategies/Gap Group Strategies

Activity - Envision Daily Common Core Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in third grade will implement daily Common Core Review to keep previous topics reviewed so that students retain mathematical processes necessary to continue their learning. Teachers will use these reviews to monitor student's in the content area of Math throughout the year. This will help ensure appropriate Interventions are implemented as needed and as they occur in the teaching and learning.	Direct Instruction Academic Support Program Other - Novice Reduction Strategy/Monitoring	01/02/2017	05/31/2018	\$0 - No Funding Required	Third Grade Teachers

Activity - Daily 3 Math Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in primary grades will begin to implement strategies from a Book Study on the Daily 3. Strategies target all students mathematical needs and allows for individualized learning in areas needed as they occur.	Academic Support Program Professional Learning Direct Instruction	01/02/2017	11/30/2018	\$0 - No Funding Required	Primary Teachers

Activity - Math Diagnostic Intervention System	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers of special needs students will implement a Diagnostic Intervention System in order to diagnose problems as they occur in the learning and to identify strengths/weaknesses in mathematical processes. Further, this will help to provide engaging strategies to students with learning disabilities and help to reduce learning deficits and reduce novice scores among this identified group.	Direct Instruction Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	Special Education Teachers

Measurable Objective 3:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Reading from 74.0 to 76.1 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Target..

Strategy1:

Reading Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will meet in PLCs to integrate effective literacy strategies and collaborate resources to help students develop their literacy skills. Further, teachers will progress monitor data literacy points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

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Activity - Reading Best Practices/Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Following our Literacy Plan, we will integrate multiple models of strategies and resources to help students develop better reading and communication skills (comprehension, fluency, word knowledge, phonetics, phonetic awareness, responding in writing, Daily Five and CAFE in Primary, differentiated leveled readers, etc.).	Academic Support Program Direct Instruction	01/02/2017	11/30/2018	\$500 - Other	All LA Teachers

Measurable Objective 4:

demonstrate a proficiency by increasing the number of students scoring proficient or higher in Mathematics from 62.0 to 70.7 by 11/30/2018 as measured by K-PREP Gap Achievement Delivery Targets..

Strategy1:

Math Initiatives for Proficiency for All - To ensure rigor and relevance and effective assessment of learning, teachers will integrate multiple models of strategies and resources to help students develop better mathematical concepts and understandings of the standards. Further, teachers of math will progress monitor data points. Teacher have common planning time five days a week with expectation of a minimum of one to two days a week be set aside for PLCs.

Category: Continuous Improvement

Research Cited: TPGES Framework/Assessment Literacy

Activity - Math Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize a variety of mathematical resources and effective strategies to ensure student mastery in the concepts of Math. Teachers will use the adopted Envision Math textbook and on-line resources, Education Galaxy, problem solving strategies (POD), quick math facts, FAL lessons, and/or Envision Intervention/Enrichment strategies, etc. Teachers will use data points to regularly monitor student's progress in mathematical concepts.	Technology Direct Instruction Academic Support Program	01/02/2017	11/30/2018	\$0 - No Funding Required	All Math Teachers

Goal 3:

INSTRUCTIONAL RESOURCES GOAL: PES will utilize a variety of resources to provide engaged, positive, safe, learning environment for each child as evidenced by performance/perception data and other non-academic indicators by 2019..

Measurable Objective 1:

collaborate to support an engaged, positive, safe, learning climate so that all students will become proficient/distinguished, minimize gaps, and show learning growth by 06/29/2018 as measured by School Safety Plan, PD Logs, PGPs, PTO Minutes, FRC Logs, Advisory Council Agenda/Minutes, SBDM Agenda/Minutes, Sign-In Sheets, Walkthroughs, Lesson Plans, Schedules, Calendars, Webpages, Newsletters, Technology Logs, IC, CiiTS, Program Reviews, etc..

Strategy1:

Monitoring/Grading System - Teachers will utilize formative and summative assessments to monitor student learning of "I cans" and "core
SY 2016-2017

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content standards". Teachers will maintain a Data Tracking Notebook of student progress.

Category: Management Systems

Research Cited: How to Grade for Learning/Assessment for Learning Book Studies/Leader in Me

Activity - Standards Based Reporting/Report of Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 will utilize the new district Standards Based Grading Reporting System to ensure the on-going monitoring of student learning of essential content and for purposes of feedback to students and parents. 4-6 Grades will utilize the IC Report Cards and the PES " Do No Harm Grading Procedures". Data Notebooks are also utilized in all grades for purpose of monitoring and feedback about the learning process.	Policy and Process Academic Support Program	01/02/2017	05/31/2018	\$500 - School Council Funds	All Teachers

Strategy2:

Safe School Learning Environment - A variety of programs and initiatives will be utilized to ensure a safe, positive learning environment for all students.

Category: Stakeholder Engagement

Research Cited: Safe Schools/PBIS

Activity - Truancy Reduction WIG	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An Action Team will help to implement and monitor a school-wide Widely Important Goal (WIG) for 95% or better attendance. Procedures will be put in place to improve attendance in the classroom and school-wide. Students will monitor their personal attendance in their planner/agenda books and/or Data Leadership Notebooks. Classes will monitor their class WIG for daily attendance. School-Wide will monitor by grade attendance daily, weekly, and monthly giving incentives for excellent attendance and meeting the goal of 95% or better. Incentives will be given monthly, quarterly, and annually for Perfect Attendance. An end of the year activity will be provided for "good attendance--less than five days missed". Parents/Students will receive a phone call home each day missed. A list of students identified as "truant" or "excessive missing or tardy" will be targeted for a phone call home by administration, letters home (certified for excessive/truant, home visit, and report to DPP).	Parent Involvement Behavioral Support Program Community Engagement Policy and Process	01/02/2017	05/31/2018	\$1000 - Other	All Staff/FRC Director/District DPP/Assistant Principal/PTO

Goal 4:

NOVICE REDUCTION GOAL: Porter Elementary will reduce the number of students scoring Novice in Reading (to 7.0) and Mathematics (to 7.25) for a total reduction of 50% by 2020 as indicated by state assessment results.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency by a decrease of 1.45 (to 11.6 total) in the number of Novice students in Mathematics by 11/30/2018 as measured by state assessment state results..

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Strategy1:

Small Group Math - Teachers will integrate multiple models of strategies and resources to help Novice students develop better mathematical concepts and understandings of the standards through small group instruction on a regular basis and as the need occurs throughout the year.

Category: Integrated Methods for Learning

Research Cited: Direct Instruction/Rtl

Activity - Math Best Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will utilize mathematical practices to integrate effective best practices (integrating small group instruction) for those not meeting standards and/or identified as Novice.	Tutoring Academic Support Program Direct Instruction	01/02/2017	05/31/2018	\$500 - Other	All Math Teachers

Strategy2:

Attendance Support - Utilization of a variety of strategies to improve attendance of Novice students (and all students) at Porter Elementary. Promote a school-wide WIG that will be monitored at the school-wide level, grade-level, class-level, and individual student level.

Category: Stakeholder Engagement

Research Cited: Attendance/Leader in Me

Activity - Attendance Incentives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will maintain a class WIG in their classroom and then an individual WIG (in their Data Leadership Notebooks or Agenda Book) for monitoring personal attendance. Students with 10% absences will be asked to set goal activities to improve on their attendance at school. Teachers will monitor the LIM WIG attendance process. PTO will offer incentives for monthly, quarterly, and end of year perfect attendance. The school Attendance Action Team will monitor the school-wide protocol outlined to maintain 95% or better as our WIG.	Community Engagement Policy and Process Other - Leader in Me Field Trip Parent Involvement Behavioral Support Program	01/02/2017	05/31/2018	\$1000 - Other	Attendance Action Team/All Homeroom Teachers/PTO/FRC Director/Principal

Strategy3:

Aligning Academics for Novice Reduction - Utilize Leader in Me Aligning Academics process for engaging students in their own monitoring of their learning both with academics and personal WIGs. Encourage leadership roles at all grade levels and in all classrooms. Encourage accountability partners in all classrooms. Classrooms keep a Scoreboard for class goals. Students maintain Data Leadership Notebooks for their WIGS.

Category: Continuous Improvement

Research Cited: Novice Reduction/Leader in Me

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Activity - Focus on Wildly Important Goals (WIGs)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom teachers with student input will write smart class goal(s) to monitor throughout the year. Goals should include AR, Attendance, Behavior, and a Math or other subject area goal for that specific classroom and placed on the classroom Scoreboard and monitored at a minimum of weekly. Students will maintain academic and personal goals to monitor in their Data Leadership Notebook and should be monitored at a minimum of weekly. Accountability Partners will be identified to help students monitor and celebrate goals.	Other - Leader in Me Direct Instruction Behavioral Support Program Professional Learning Academic Support Program	01/02/2017	05/31/2019	\$2000 - District Funding	All Teachers

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, PL/CS and writing.

Goal 1:

STATE PROFICIENCY GOAL: Porter Elementary students will increase their Combined Reading and Math Proficiency Achievement Target from 68.0 to 81.0 by 2019 as indicated on state assessment results.

Measurable Objective 1:

demonstrate a proficiency by increasing the number of students scoring Proficient/Distinguished in Writing by 11/30/2018 as measured by K-PREP Writing Scores.

Strategy1:

Writing Across The Curriculum - Utilizing the adopted Literacy Protocol and Best Practices for Writing, teachers will monitor student's writing samples and monitor the integration of writing strategies in all classrooms using common language and common practices to build Writing Capacity and Literacy at all grades. Writing is monitored and scored three times a year; including a pre-post writing/scoring.

Category: Integrated Methods for Learning

Research Cited: ELA Standards/Literacy Plan

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Activity - Literacy Plan	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in all classrooms will implement effective writing strategies (utilizing ELA, LTF, work from PLCs, and/or Professional Learning Opportunities) in all classrooms and will participate in monitoring of the school-wide Writing Literacy Program at least three times a year.	Professional Learning Direct Instruction Policy and Process Academic Support Program	01/02/2017	05/31/2018	\$0 - No Funding Required	All Teachers

Measurable Objective 2:

collaborate to ensure high quality instruction in Writing, Visual and Performing Arts, Practical Living, World Language, and K-3 Program Reviews utilizing resources by 05/31/2018 as measured by teacher schedules, master schedule, program review data, K-PREP data, TELL Survey, surveys, and lesson plans.

Strategy1:

Collaboration of Resources - Utilize all resources (Title I, Title II, UNITE, FRC, ESS, Mountain Comp, ELL, RTA, Community Volunteers/Stakeholders) to provide instructional and support programs beyond the regular classroom.

Category: Stakeholder Engagement

Research Cited: TPGES Domains 1 and 4/Missing Piece-Parent and Community Engagement

Activity - Exploratory Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have access to weekly Exploratory Classes in Writing and STEM. Integration of necessary skills will be integrated into the Exploratory nine-week classes based on data analysis and needs of students (Examples: Editing Skills, Open Responses Math/ELA, Math Topics, Health Related Topics, Problem Solving, Engineering Concepts, Technology, etc.).	Direct Instruction Technology Career Preparation/Orientation Academic Support Program	01/02/2017	05/31/2018	\$30000 - Other \$60000 - Title I School Improvement (ISI) \$60000 - Title II Part A	Title I Teacher, Title II Teacher, UNITE Teacher, (Principal/SBDM Scheduling)

Activity - Evidence of Program Review Effectiveness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide instruction, as well as collect and maintain evidence in lesson plans, work samples, and utilize sources of instruction in content areas of Program Reviews (Writing, Arts & Humanities, Practical Living, World Language). Further, K-3 Program will now be documented through assurances. However, teachers will continue to maintain evidence of support of the total program.	Field Trip Policy and Process Parent Involvement Direct Instruction Career Preparation/Orientation Technology Community Engagement Extra Curricular Academic Support Program	01/02/2017	11/30/2018	\$0 - No Funding Required	All Classroom Teachers/Arts Teacher/K-3 Teachers/Counselor/PE Teacher/UNITE Teacher/Curriculum Coaches-Title I and Title II/FRC Director/Principal

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Activity - World Language and Global Competency Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Global Competency and World Language (Spanish) will be integrated into all classrooms. A protocol for each grade level will be identified and teachers will integrate these strategies within their regular classroom. The special teachers (Arts/PE, etc.) will integrate Spanish into their activities, as well allowing for more emersion of the chosen language. Teachers will coordinate with the district technology leader to complete on-going global competencies with activities like "face-time" with an author, etc. The World Language team will ensure all staff has access to the GC/WL rubric for proficient integration.	Technology Direct Instruction Academic Support Program Parent Involvement	01/02/2017	11/29/2019	\$0 - No Funding Required	All Teachers/WL-GC Program Review Team

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?

Porter Elementary, a nationally recognized Blue Ribbon School of Excellence and a Leader in Me School is proud to provide our community with an educational program that enables all students to learn to their fullest potential. Porter Elementary School is located in the beautiful hills of rural eastern Kentucky in Johnson County and is home to over 400 pre-school through sixth grade students. Unique to our community, Porter offers a year-round daycare and school-aged after school program that provides services on non-school days and extended breaks. Predominately a white student population, there is less than 5% ethnic (other/Asian) diversity however over 70% of our students qualify for the federal free/reduced meal program. A statistic that we are not proud of is that our community like that of many across the United States has a large number of drug-related arrests and incidents often times leaving families with difficult and distinct needs. Further, Porter has 2% homeless, 16% of students with disabilities, and 14% identified as Gifted/Talented.

Porter has a long standing tradition and reputation of being "an academic school". Therefore, we have over 100 out of district students that are transported by parents to our school where they receive a quality education. These students and parents quickly embrace Porter's motto of "The best students learn here!" Porter has 100 percent of its certified staff meeting Highly Effective Teacher status contributing to the numerous accolades Porter has received for consistently meeting all annual yearly progress goals. Currently Porter has one Nationally Board Certified Teacher.

In spite of high poverty levels and social issues, Porter students continue to reach academic proficiency. In 2016 Porter is classified as a School of Distinction, ranking in the top 5% of the state. PES is also classified as a Distinguished School, High Progress School, and Progressing School for meeting goals and being in the top 10% for increasing achievement in the state. Porter is ranked 44th out of 709 elementary schools. Proudly, Porter has 70-80% of its students who are Proficient in Reading. In Math, 6th grade has over 84% meeting proficiency, with zero novice. In Writing and Language Mechanics, over 70% are Proficient or Distinguished.

Although population decline has effected our area and loss of coal jobs has had an effect on some families having to leave the area, Porter has sustained a great enrollment, basically with fluctuation of numbers from year to year but no overall decline in enrollment numbers over the last three years. Further, we have been able to maintain a high level of academic success on state assessments and with academic groups.

In 2015, PES ranked in the 90th percentile among all KY schools. In fact, Porter has ranked in the 90th percentile or higher for four consecutive years and has been classified as School of Distinction and/or Distinguished each year. Porter is currently above all content areas compared to the state scores. In 2015 over 84% of our students are Proficient/Distinguished in Writing and Social Studies and over 70% are P/D in Language Mechanics. Further, Porter had less than 15% total Novice scores in Reading and Math. Porter was selected in 2015 by KDE to be a KSI/Rtl Model Site of Exemplary Practices. Further, Porter rates a 5 Star on greatschools.org.

In 2014, Porter ranked in the 99th percentile and was classified as a School of Distinction and Distinguished School. Porter ranked 22 highest school in the state in 2014. In 2013, state assessments report that Porter is ranked in overall achievement in the top 4% classifying the school as a Distinguished, School of Distinction--the highest possible ranking for a Kentucky school. Porter is also classified as a High Progress School meaning the increase in scores from 2012 to 2013 was among the top 10% in the state. Porter ranks the 33rd highest

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Porter Elementary School

among the over 740 elementary schools in Kentucky. Porter has been recognized as a 2012 National Blue Ribbon Exemplary High Performing School of Excellence by the United States Department of Education. Porter was one of only 264 public schools in the nation and one of only three from Kentucky to receive this prestigious award in 2012. Porter Elementary was also named a National Center of Educational Achievement Higher Performing School and an exemplary model site school. Porter exemplifies the qualities of these awards with the school's collaborative learning communities, focus on high expectations for all learners, positive and safe learning environment, interventions for at-risk students, and over-all focus on results and academic rigor to ensure a quality education, for "Every Child, Every Day!" The National Blue Ribbon award and NCEA Higher Performing awards are both recognition of high progress over years indicating Porter continues to be a high achieving school.

Being a responsible member of the community requires more than just academic skills. That is why a variety of extra-curricular and cocurricular activities are offered at PES. PES is always competitive in local athletics and district, regional, and state level academics. We are currently the 2016 KY CmPS state winners and runner-up in the world! Our FPS team also ranked in top honors in the state.

Porter's commitment to reaching each student each day is exemplified by special education programs and creative scheduling. Our school has just over 16% who receive Special Education services. To meet their needs, Porter provides a range of service models from collaboration to remediation to enrichment. Numerous strategies are used for diverse learners at Porter, one of many ways is to encourage good leadership skills among our students. The Leader in Me process has helped our school to enhance our students' leadership skills by teaching them the seven habits, how to identify and monitor goals, and how to exhibit great leadership skills.

Another way we encourage this is through buddy reading with younger students. At Porter, the acceptance of our students with profound special needs students is "beautiful" and fosters a lifelong compassion and understanding for others with disabilities. Further our school utilizes an RtI (Response to Intervention) plan to ensure that every student's needs are met. The model allows for intervention services in Reading and Math, as well as behavior. Also, all grade levels have an intentional Intervention and Enrichment time in their schedule to meet the individual needs of all students, allowing students to receive special attention needed throughout the year, as it occurs in multiple content areas.

There is an intentional focus on providing a learning environment that is conducive to student learning. Porter has a professional atmosphere but a kind natured staff that exemplifies the belief that all children can learn. Although PES has always been a high performing school, consistent growth in state assessments in all content areas reflects the staff and student's continuous commitment to excellence. The teachers and support staff at Porter Elementary are dedicated to providing each child with the best education possible. Teachers use a wide variety of teaching techniques and practices to ensure success for each student.

Our FRC enhances all students' abilities to succeed in school by assisting children and families in meeting their basic needs. This is accomplished by providing community services and linking families to support agencies within their community. Through FRC, a year round daycare and an after school program are provided. Porter boasts a strong parent-teacher organization which works within the school to offer many activities and programs to enhance our school's commitment to educational excellence, "Whatever It Takes!"

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.

BELIEF STATEMENT

We believe:

All students can learn

In supporting the whole child academically, physically, socially, and emotionally

Teachers and parents are essential partners for students' development and academic success

In providing a safe, positive learning environment that promotes pride, responsibility, and leadership.

MISSION STATEMENT

The mission of Porter Elementary is to create a positive learning environment that motivates and activates the potential for excellence that lies within every child, helping them on their life journey to be college and career ready and productive citizens.

THE VISION

Through learning opportunities that offer academic achievement, communication skills, technology, creativity, independent thinking, problem solving, physical well-being, and social skills each student will become a successful member of society.

COMMITMENT STATEMENT

The teachers and support staff at Porter Elementary are dedicated to providing each child with the best education possible.

MOTTO

Striving for Excellence! "Every Child, Every Day, Whatever It Takes!"

CURRENT SLOGAN

"Future Leaders Learn Here!"

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.

Porter Elementary has been recognized as a National Blue Ribbon School of Excellence, KY School Model Site of Exemplary Practices, KY School of Distinction, KY Distinguished, KY High Progress, and KY Progressing school. An outstanding school culture that is always looking for ways to grow and get better, Porter has adopted the Leader in Me process beginning in 2015. Porter has ranked in the top 90th percentile or higher for the past four years, in fact we have always met the state and national goals in achievement. Acclimates like these, show consistency over a long period of time in performing at high academic levels and maintaining a focus on student learning. Even though we are located in a rural area and over 70% of our student population qualifies for a free/reduced lunch program, Porter Elementary always meets or exceeds the standard of excellence.

Looking over the last three years, in 2015 five Star on greatschools.org demonstrating that the community acknowledges the hard work and academic efforts to ensuring students receive the best education possible. What's more, K12Niche.com has PES ranked at the top for: best teachers, best academic, and best public elementary school in Kentucky. It also ranked Porter 7th in state for ranking with the best teachers. Beyond the notable achievements mentioned above, written below are just a few achievement milestones based on the 2015 K-PREP Scores:

Scored above all state content areas.

KY Distinguished School classification

Over 84% of our students in Writing and Social Studies are Proficient/Distinguished.

Over 70% of our students are Proficient/Distinguished in Language Mechanics.

Under 15% of our students score at the Novice level in Reading and Math.

There were 0 Novice scores in Sixth Grade Writing and Reading.

Sixth Grade Writing Scores ranked 1st in the District.

Fifth Grade Writing Scores ranked 1st in the District.

Sixth Grade Language Mechanics Scores ranked 1st in the District.

Sixth Grade Reading Scores ranked 1st in the District.

Fifth Grade Reading Scores ranked 1st in the District.

Fifth Grade Social Studies Scores ranked 1st in the District.

Overall, ranking 2nd in the District with an average score of 77.4, while ranking 107th in the state out of about 700 elementary schools.

In 2014 Porter was classified as a School of Distinction, Distinguished School, and Progressing School. Porter ranked the 22nd highest school in KY and in the 99th percentile. In 2013, Porter was classified as a Kentucky Distinguished School, School of Distinction, and High Progress School. In 2012 Porter ranked in the top 30% in Kentucky schools, in 2013 ranked in the top 4%, and 2014 ranked in the top 1% among all elementary schools based on K-PREP state assessments. Governor Beshear once marked in a letter to our school that..."what your school's achievement means is that your students are being prepared to be college and career ready so that they can be successful as adults..." Porter was also selected as a "2012 Readers Choice, Best Elementary School".

Our school and stakeholders will continue to review the assessment data, program reviews, and survey results to determine best practices and make changes to impact instructional decisions and increase student learning. As we "dig down" deeper to review our data we want to make those subtle changes that make big differences. Our data analysis looks beyond achievement, as well. This year we have made it one SY 2016-2017

Comprehensive School Improvement Plan

Porter Elementary School

of our Wildly Important Goals to improve attendance to 95%. Although we have made great gains in our Math scores, this year we will continue to focus on improving strategies in math and reducing our novice scores in third and fourth grades. We will continue to work on best practices and strategies for Intervention and Enrichment for all students at all grades. Teachers have identified Kagan strategies, QFT, Daily 5, Daily 3, Whole Brain as professional learnings needed to increase student engagement and questioning techniques. Mastery Learning is an area that teachers have identified as wanting to gain more expertise in for their classrooms. Of course, we plan on continuing to implement the strategies that we have implemented in the past few years because we believe it is those activities that are making the "big" impacts at Porter Elementary.

Further, our school is a Leader in Me School and we plan to fully implement the process over the next few years to continue to create a positive culture for learning for all students. There will need to be more work as we continue to ensure pre-school students enter Kindergarten with readiness skills.

Additional Information

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

Porter Elementary's Comprehensive School Improvement Plan can be found on our school's Web Page.