

**Eden Elementary Plan for KDE
Comprehensive School Improvement
Plan 2015-2016**

Eden Elementary School
Martin County

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Overview

Plan Name

Eden Elementary Plan for KDE Comprehensive School Improvement Plan 2015-2016

Plan Description

Updated CSIP with new goals that include Novice Reduction and Parent Involvement

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-PREP scores for Eden Elementary School from 40.4% in 2015 to 66.6% in 2019.	Objectives: 1 Strategies: 7 Activities: 25	Organizational	\$11400
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.6% in 2015 to 65.3% in 2019.	Objectives: 1 Strategies: 4 Activities: 12	Organizational	\$41950
3	Increase the percentage of effective teachers from _____ % in 2016 to _____ % in 2020.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$0
4	EES GAP Plan	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$0
5	Decrease the percentage of students scoring novice in math and reading as measured by the Unbridled Learning Accountability Model.	Objectives: 2 Strategies: 6 Activities: 24	Academic	\$99200
6	Increase the amount of parent involvement at Eden Elementary for the 2015-2016 school year.	Objectives: 1 Strategies: 3 Activities: 12	Organizational	\$5050

Goal 1: Increase the averaged combined reading and math K-PREP scores for Eden Elementary School from 40.4% in 2015 to 66.6% in 2019.

Measurable Objective 1:

collaborate to increase the overall reading and math proficiency for Eden Elementary from 40.4% in 2015 to 46.5% by 12/31/2015 as measured by the Unbridled Learning Formula.

Strategy 1:

Classroom Instruction - Teachers will implement classroom instructional strategies that are research-based and engage students in the learning process.

Category:

Activity - Learning Targets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will post learning targets for daily assignments that are congruent with standards. Teachers will communicate these standards to students and review throughout the lesson.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary Teachers
Activity - Timed Reading Passages	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grades 2-5 teachers will administer timed reading passage assessments similar to K-PREP from the Common Core Crosswalk twice every 9 weeks. Teachers will record scores alphabetically to track and measure student progress.	Direct Instruction	12/01/2015	12/31/2016	\$1500	General Fund	Grades 2-5 Reading Teachers
Activity - Mathematics Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on analysis of student assessment data, teachers will focus on best practices for mathematics. Teachers will place emphasis on manipulatives, visual representations, interactive lessons, and calculators to transition students' thinking from concrete to abstract thinking.	Direct Instruction	08/01/2015	12/31/2016	\$0	Title I School Improvement (ISI)	All Eden Elementary Teachers
Activity - Content Area Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in all content areas will design lessons that incorporate a base of knowledge across the content subject matter by engaging and exposing students through reading and responding to works of quality and substance. Students will learn to read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise.	Academic Support Program	08/01/2015	12/31/2016	\$1500	General Fund	All Eden Elementary Teachers
Activity - Multi-Tiered Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All Eden students will receive instruction that is multi-tiered. Students will receive at least 50 minutes of Tier I (Core) instruction in reading and mathematics daily. They will receive 30 minutes at least three days a week of Tier II instruction (RtI/enrichment) based on needs as analyzed by assessment data. Based on assessment data and individual student tracking, at-risk students will receive 30-60 minutes at least 4 days a week of Tier III instruction (intervention). Grouping is fluid and flexible based on analysis of data throughout the year.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; Lora Hale, School Counselor; All Eden Elementary Regular Education Teachers and Special Education Teachers
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Activity - Language Arts Focus on Constructed Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will embed constructed response assessment questions (short answer and/or extended responses) within each instructional unit. All students will be exposed to exemplary models for proficient answers. Scoring will be based upon rubrics.	Direct Instruction	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary Teachers

Strategy 2:

Leadership Monitoring & Feedback - School Leadership Team will monitor classroom instruction and give timely, informative feedback to impact classroom instruction, build relationships with staff, and continue the professional growth process.

Category: Continuous Improvement

Activity - Classroom Walkthrough	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Classroom walkthrough observation instrument will be utilized to gather data on the effectiveness of classroom instruction and student engagement. The School Administrative Leadership Team will conduct a series of classroom walkthroughs. The School Administrative Leadership Team membership (assigned by the principal) includes but is not limited to the following: Principal, School Counselor, Mathematics Specialist, and Title I Coordinator. The data will be analyzed and reviewed by the Team. The information will be reviewed with teachers by the school principal and feedback given for areas needing improvement.	Policy and Process	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; School Administrative Leadership Team (see listed membership)

Strategy 3:

Program Review - As required on the Unbridled Learning Initiative, Eden Elementary will complete the required review for Writing, Practical Living/Career Studies, Arts & Humanities, K-3, and World Language.

Category: Continuous Improvement

Activity - Program Review Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Eden Elementary principal will establish a Program Review process for integrating curriculum in current classes and monitoring the collection of evidence.	Policy and Process	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal
Activity - Program Review-Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the research-based writing strategies in all ELA classes including graphic organizers, such as the Four Square Organizer, to focus on the writing process and grammar.	Academic Support Program	08/01/2015	12/31/2016	\$1400	General Fund	Jeremy Hall, Principal; Debbie Evans, Title I Coordinator and all ELA Teachers; Writing Program Review Committee
Activity - Program Review-Arts & Humanities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize research-based strategies aligned with core content focusing on proficiency in the area of arts and humanities by incorporating activities including but not limited to concerts, field trips, guest speakers, projects, assemblies, adjudicated events, and dramatic productions. For the 2014-2015, fifth grade students will be offered the opportunity to participate in after-school band. These students will receive tutoring from high school band students.	Academic Support Program	08/01/2015	12/31/2016	\$1000	Grant Funds	All Eden Elementary Teachers; Ramona Combs, Art & Music Teacher; Debbie Evans, Title I Coordinator; and Arts & Humanities Program Review Committee
Activity - Program Review-Practical Living/Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate research-based strategies in all grade levels to provide student instruction in practical living/career studies. Health curriculum will be implemented at all grade levels to increase student knowledge of personal wellness and positive health habits. A Health Fair will be held to showcase healthy habits by inviting guest speakers in the health field, production of projects, and inclusion of community-based services. In addition, a Career Day will be held to integrate career studies in order to help students gain awareness in becoming college and career ready. Teachers will also incorporate technology skills in order to meet the needs of the 21st century learner.	Academic Support Program	08/01/2015	12/31/2016	\$1000	Grant Funds	All Eden Elementary Regular Education Teachers; PL/CS Program Review Committee

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Activity - Program Review: K-3	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate research-based strategies in grades K-3 in order to provide successful completion of the primary program.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary K-3 teachers; K-3 Program Review Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development opportunities will be available to all certified staff in the areas of Writing, Practical Living, and Arts/Humanities through PD offerings as they become available.	Professional Learning	07/01/2015	12/31/2016	\$1000	Other	All Eden Elementary Teachers, Ramona Combs, Art/Music Teacher, Debbie Evans, Title I Teacher; Shane Stafford, PE/Health Teacher

Activity - Program Review: World Language	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will integrate activities/strategies in the content areas that give the students real world language experiences.	Academic Support Program	08/07/2014	12/18/2015	\$0	No Funding Required	All Eden Elementary Regular Education Teachers; and World Language Program Review Committee

Strategy 4:

Attendance - Attendance data analysis reveals that student attendance is a barrier to student achievement. Administrators and teachers feel that this barrier to student achievement must to be addressed.

Category:

Activity - Attendance Barrier	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will discuss the importance of attendance and achieving academic success along with the application of real-life situations such as employment and college.	Behavioral Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary Teachers
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Activity - Student Attendance Incentives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given the opportunity to participate in various attendance incentives such as Wildcat Super Store (Super Bucks) and recognitions throughout the school year.	Behavioral Support Program	08/01/2015	12/31/2016	\$2000	General Fund	Jeremy Hall, Principal; Linda Howell, Attendance Clerk; Lora Hale, Counselor

Activity - Attendance Counseling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eden Principal, working in collaboration with Counselor and Attendance Clerk, will implement ideas to offer student incentives and develop policies to improve student attendance. Habitual student attendance issues will be addressed with School Counselor and Attendance Clerk.	Behavioral Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	Willa Preston, Principal; Lora Hale, School Counselor; Marlena Slone, FRC Coordinator and Linda Howell, Attendance Clerk

Strategy 5:

Aligned Curriculum-Authentic K-PREP Assessment - Teachers work collaboratively to align the Common Core Standards curriculum both vertically and horizontally within the school and through district K-12 alignment initiatives. Formative and summative assessments will be based on this alignment and authentic to the K-PREP assessments based on the Unbridled Learning Initiatives.

Category:

Activity - Intervention Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Administrative Leadership Team will modify the intervention process that outlines how students that are struggling in Math and Reading are identified. The process will have specific guidelines and criteria for placing students in the appropriate intervention services.	Policy and Process	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; SAT Team; Paul Baker, District Pyschologist; and Lora Hale, Counselor

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Activity - Curriculum Alignment/Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in school level and district level curriculum alignment based on Common Core Standards. Initial professional development has taken place at the beginning of each school year with follow-up occurring in PLC weekly meetings. Based on this alignment, teachers will create and review pacing guides that ensure all students receive instruction that is rigorous.	Professional Learning	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; All Eden Elementary Teachers

Activity - K-PREP Authentic Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum alignment will be the basis for creating authentic assessments that include but are not limited to the following: 1.) K-PREP Scrimmages given at least once per year and analyzed for student progress; 2.) End-of-unit Summative assessments that include multiple choice, short answer, and extended response formatted like K-PREP assessments in each content area; and 3.) Formative assessments that give immediate feedback on student mastery of content to inform next steps for instruction in all content areas.	Academic Support Program	12/01/2015	05/31/2016	\$0	No Funding Required	Teachers in grades 3-5 (intermediate teachers)

Activity - Standards-Based Mastery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create learning targets based on aligned standards. These targets will be utilized to monitor student progress towards standards mastery. Students will test on standards. If they do not reach mastery, they will receive intervention strategies. Students will then be able to retest on the standard to determine mastery.	Policy and Process	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary Teachers

Strategy 6:

Professional Learning Community (PLC) - The PLC teams have time set aside daily in the master schedule to discuss student learning, analyze data, and collaborate on instructional issues such as curriculum alignment, standards-based mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc. The PLC collaboration time allows teachers the opportunity to work towards common school goals with a clear focus on student achievement and engagement based on shared vision, beliefs, and values.

Category:

Activity - PLC Schedule Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in Professional Learning Communities with membership by grade level families. The PLC teams have time set aside weekly in the master schedule for collaboration. Each PLC Team is responsible for maintaining a notebook that includes a weekly agenda, sign-in sheets, and the minutes of the meeting. School principal determines the membership and schedule for the PLCs.	Policy and Process	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; All Eden Elementary Teachers

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Activity - PLC Purpose	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PLC teams will meet weekly to discuss student learning, analyze data/student work, and collaborate on instructional issues such as curriculum alignment, standards mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc.	Professional Learning	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary Teachers

Strategy 7:

Kindergarten Readiness - Kindergarten teachers and instructional assistants will collaborate with families and communities as well as Administration, Title I staff, and Resource Teachers to ensure all children are receiving developmentally appropriate educational instruction leading to school readiness and success.

Category:

Activity - Brigance Kindergarten Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Starting in the 2013-14 school year, kindergarten classrooms in Kentucky's public schools will use a readiness screener to ensure that all children receive the support they need to be successful in school. The screener will be used in all Kentucky kindergarten classrooms to provide information and support children's learning. Schools and districts also may use this data to collaborate with families and communities to ensure all children are receiving developmentally appropriate educational instruction leading to success. Data collected through the use of a kindergarten readiness screener will ensure that all children receive educational instruction to meet individual needs. The kindergarten readiness screener will not be used in isolation, but will be an important step in an ongoing assessment process. The proposed regulation indicates that children be screened no more than 15 calendar days prior to school starting and no later than the 30th instructional day of the school year.	Policy and Process	07/01/2015	05/31/2016	\$2000	State Funds	Jeremy Hall, Principal; Kindergarten Teachers and Instructional Assistants

Activity - Rtl for Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten students will receive intervention if they do not meet benchmarks as determined through data analysis on the MAP testing or if they are identified through PLCs as being at-risk. These students will receive intervention from Daytime Waiver ESS and Title I as well as classroom assistants. The students will also receive regular progress monitoring, which is discussed during the SAT meeting. This data will also be utilized for early identification for the referral process.	Academic Support Program	09/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; Kindergarten Teachers and Assistants; Title I Staff; Student Assistance Team (SAT)

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.6% in 2015 to 65.3% in 2019.

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Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency rating for all students in the non-duplicated gap group from 40.6% in 2015 to 44.4% by 12/31/2016 as measured by the Unbridled Learning Formula.

Strategy 1:

Data-Driven Decision-Making - The Data-Driven Decision-Making strategy and activities will be implemented to target and meet individual learning needs of each student. These strategies will be used to target students who are in the non-duplicated gap group to provide multiple levels of support with the goal of reading and math proficiency.

Category: Continuous Improvement

Activity - Gap Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, along with administration, will analyze state student achievement data from the K-PREP by using the graphs from KASC and school report card to identify the gap groups as it becomes available. This data will be utilized to direct and modify class instruction, determine special education collaboration needs, determine IEP needs, and assist in grouping students for intervention.	Policy and Process	10/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; Lora Hale, School Counselor; All Eden Teachers

Activity - Maintain a Data Room/Data Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A "Data Room" will be maintained to chart student progress on the MAP testing that occurs three times per school year (Fall, Winter, and Spring). This room will include posters that track every student in the school from Kindergarten through fifth grade based on the MAP assessment data. A system of color coding will be used to identify students who have met or not met goals for each assessment. These charts are utilized by all staff members to target students who are at-risk of failure including students who are in the non-duplicated gap group. The data charts are monitored and maintained as all new assessment data is analyzed throughout the year. Teachers also utilize the information during PLC meetings held in the data room.	Academic Support Program	09/01/2015	10/31/2016	\$300	General Fund	Jeremy Hall, Principal; Lora Hale, School Counselor; All Eden Elementary Teachers

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eden Elementary will collect parent surveys through the Title I program annually between March and April. Results will be analyzed to determine ways to better promote parent involvement, improve two-way communication, and enhance school culture through community involvement.	Parent Involvement	12/01/2015	05/31/2016	\$100	General Fund	Jeremy Hall, Principal; Debbie Evans, Title I Coordinator; Lora Hale, School Counselor

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Activity - Data Analysis to Guide Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be analyzed utilizing the Kentucky Department of Education protocol "Data Questions" to guide instructional decisions including student placement in Tier II and Tier III interventions, assessment strategy evaluation, needs-based instruction, and professional growth. Data is to be analyzed includes the following: MAP, K-PREP, K-PREP Scrimmages , and easyCBM progress monitoring. Data analysis occurs during PLC meetings, faculty meetings, SAT Team meetings, and teacher independent analysis completed timely as assessment data is reported.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; All Eden Elementary teachers

Activity - Universal Screener/DiagnosticAssessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Measure of Academic Progress (MAP) assessment will be administered to all students 3 times per year (Fall, Winter, and Spring) to be utilized as a Universal Screener for placement in intervention groups. This assessment will also provide diagnostic information detailing specific student needs based on scores (RIT bands) in reading and mathematics. The assessment is able to measure student achievement and academic growth, independent of grade, across time. MAP is also aligned with the Common Core Standards.	Academic Support Program	08/01/2015	12/31/2016	\$5000	District Funding	Jeremy Hall, Principal; Lora Hale, School Counselor; Debbie Evans, Title I Teacher; Mark Blackburn, Instructional Supervisor

Strategy 2:

Response to Intervention-Tier III - Tier III instruction includes the use of Lexia Reading and Study Island as well as research-based strategies. These groups utilize small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least 4 days a week for 30 minutes and are progress monitored every other week in reading fluency and comprehension, and math calculation, using easyCBM. STAR data is also used for Reading and Math.

Category: Integrated Methods for Learning

Activity - Special Education Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eden Elementary offers multiple levels of intervention support services for students with IEPs through the collaboration model that includes Content Teachers, Special Education Teachers, and Instructional Assistants. Students may also receive small group instruction in a resource room delivered by a certified Special Education Teacher to meet all IEP goals, student needs, and Common Core Standards.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff

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Activity - Technology Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at-risk of failure and need additional academic support may participate in technology-assisted intervention that may include standards-based software such as Study Island, Lexia, Accelerated Reading, Reading Eggs, Moby Max, and Math Facts in a Flash. Technology is utilized to progress monitor these students in Tier II and III.	Technology	08/01/2015	12/31/2016	\$15000	General Fund	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff

Activity - Rtl Placement & Criteria Tier III-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group. Tier III instruction for reading includes the use of Lexia Reading, Reading Eggs, and Study Island as well as research-based strategies for reading. Intervention placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate intervention group for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction in grades 3-5. The criteria/benchmark will be determined through a process set forth by the school principal and the SBDM Council for each nine-week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for the students who fall in this tier. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least 4 days a week and are progress monitored every other week using easyCBM for reading fluency and reading comprehension.	Policy and Process	08/01/2015	12/31/2016	\$9000	State Funds	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young and Rose Crum (Daytime Waiver ESS teachers); and Regular Education Teachers

Activity - Rtl Placement & Criteria Tier III-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group. Tier III instruction for math includes the use of Moby Max, Study Island as well as research-based strategies for math. Intervention placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations for next steps with the students. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least 4 days a week and are progress monitored every other week using easyCBM for math calculation.</p>	<p>Policy and Process</p>	<p>08/01/2015</p>	<p>12/31/2016</p>	<p>\$9000</p>	<p>State Funds</p>	<p>Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young & Rose Crum (Daytime Waiver ESS Teachers); and Regular Education Teachers</p>
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Strategy 3:

Response to Intervention-Tier II - The school master schedule was altered with time embedded within the school day to provide 30 minutes for Rtl. The school master schedule allows for Tier II embedded instruction throughout the week. Those students are progress monitored monthly.

Category: Integrated Methods for Learning

Activity - Blue Zone Placement and Criteria Tier II-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group. Tier II instruction for reading includes the use of Lexia Reading, Reading Eggs, Moby Max, and Study Island as well as research-based strategies for reading. Student placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in intervention groups for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for these students. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students will receive interventions at least three times per week and are progress monitored at least every month using easyCBM for reading fluency and reading comprehension.</p>	<p>Policy and Process</p>	<p>08/01/2015</p>	<p>12/31/2016</p>	<p>\$750</p>	<p>Title I School Improvement (ISI), No Funding Required</p>	<p>Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young & Rose Crum (Daytime Waiver ESS); and Regular Education Teachers</p>

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Activity - Blue Zone Placement and Criteria Tier II-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 11th and 25th percentile on MAP testing for math will be identified as Tier II Rtl group and placed in an intervention group. Tier II instruction for math includes the use of Study Island, Moby Max, Math Facts in a Flash, as well as research-based strategies for math. Student placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate intervention class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for these students during interventions. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least three times per week and are progress monitored every month using easyCBM for math calculation.	Policy and Process	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Kelli Hager, Math Interventionist ; Phyllis Young & Rose Crum (Daytime Waiver ESS); and Regular Education Teachers

Strategy 4:

Programs Aimed at At-Risk Students - Eden was the recipient of the BornLearning Grant from the Toyota Company. It is aimed at parents of preschool students and to offer them instruction on how to prepare their child for school.

Category: Early Learning

Activity - BornLearning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly meeting will be held that provides parents a session on how to prepare their child to be successful at school while their child was involved in an educational age-appropriate activity.	Academic Support Program, Parent Involvement, Community Engagement	08/01/2015	12/31/2016	\$2800	Grant Funds	Keily Thornsbury and Andrea Davis (Teacher), Marlana Slone, and Teresa Donovan (Family Resource)

Goal 3: Increase the percentage of effective teachers from _____ % in 2016 to _____ % in 2020.

Measurable Objective 1:

demonstrate a proficiency as school principal on the PGES observation process by 06/30/2016 as measured by principal proficiency on TeachScape observation assessment..

Strategy 1:

Professional Development: PGES - Collaborate to provide Professional Learning to all teachers regarding the multiple measures of PGES as measured by the number of teachers who have engaged in PGES Professional Learning during the 2015-2016 school year.

Category: Teacher PGES

Activity - PGES- PD: Principal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school principal will attend professional development to provide support in completing the PGES training to become proficient in the observation process through TeachScape Professional learning.	Professional Learning	08/01/2015	12/31/2016	\$0	District Funding	Superintendent, Central Office Staff, and Jeremy Hall, Principal

Activity - PGES-PD: Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will attend professional development to provide instruction and support in completing the Professional Growth Evaluation System (PGES).	Professional Learning	08/07/2014	12/21/2015	\$0	District Funding	Superintendent and Central Office; KDE

Strategy 2:

Student Voice Survey - Student Voice Surveys will be taken by the students once a year. Teachers will be able to use this data to guide their instruction and be more effective teachers.

Category: Teacher PGES

Activity - Student Voice Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take a Student Voice Survey using computer technology in order to evaluate teacher performance, attitudes, and classroom environment. This will be conducted twice a year.	Other	08/07/2014	12/21/2015	\$0	No Funding Required	Classroom Teachers

Goal 4: EES GAP Plan

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Measurable Objective 1:

55% of Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency in Reading by 10/02/2015 as measured by the proficiency gap goal for the Non-Duplicated Gap Group for Reading as measured on the 2015 K-PREP state assessment.

Strategy 1:

Data-Driven Decision-Making - The Data-Driven Decision-Making strategy and activities will be implemented to target and meet individual learning needs of each student. These strategies will be used to target students who are in the non-duplicated gap group to provide multiple levels of support with the goal of reading and math proficiency.

Category: Continuous Improvement

Activity - Gap Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, along with administration, will analyze state student achievement data from the K-PREP by gap groups as it becomes available. This data will be utilized to direct and modify class instruction, determine special education collaboration needs, determine IEP needs, and assist in grouping students for intervention.	Policy and Process	08/08/2014	12/21/2015	\$0	No Funding Required	Willa Preston, Principal; Lora Hale, School Counselor; All Eden Teachers; and Mary Crace, Curriculum Coach

Activity - Universal Screener/DiagnosticAssessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Measure of Academic Progress (MAP) assessment will be administered to all students 3 times per year (Fall, Winter, and Spring) to be utilized as a Universal Screener for placement in intervention classes and "Blue Zone" Rtl classes. This assessment will also provide diagnostic information detailing specific student needs based on scores (RIT bands) in reading and mathematics. The assessment is able to measure student achievement and academic growth, independent of grade, across time. MAP is also aligned with the Common Core Standards.	Academic Support Program	08/08/2014	12/21/2015	\$0	District Funding	Lora Hale, School Counselor; Debbie Evans, Title I Teacher; Lisa Kirk, Instructional Supervisor; and Mary Crace, Curriculum Coach

Activity - Stakeholder Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Eden Elementary will collect parent and community surveys found in ASSIST annually. Results will be analyzed to determine ways to better promote parent involvement, improve two-way communication, and enhance school culture through community involvement.	Parent Involvement	08/08/2014	12/21/2015	\$0	No Funding Required	Willa Preston, Principal; Lora Hale, School Counselor
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Activity - Data Analysis to Guide Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data will be analyzed utilizing the Kentucky Department of Education protocol "Data Questions" to guide instructional decisions including student placement in Tier II and Tier III interventions (Blue Zones), assessment strategy evaluation, needs-based instruction, and professional growth. Data is to be analyzed includes the following: MAP, K-PREP, K-PREP Scrimmages , AIMSweb progress monitoring, and easyCBM progress monitoring. Data analysis occurs during PLC meetings, faculty meetings, and teach independent anlysis completed timely as assessment data is reported.	Academic Support Program	08/08/2014	12/21/2015	\$0	No Funding Required	Willa Preston, Principal; All Eden Elementary teachers

Activity - Maintain a Data Room/Data Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A "Data Room" will be maintained to chart student progress on the MAP testing that occurs three times per school year (Fall, Winter, and Spring). This room will include posters that track every student in the school from Kindergarten through fifth grade based on the MAP assessment data. A system of color coding will be used to identify students who have met or not met goals for each assessment. These charts are utilized by all staff members to target students who are at-risk of failure including students who are in the non-duplicated gap group. The data charts are monitored and maintained as all new assessment data is analyzed through the year. Teachers also utilize the information during PLC meetings held in the data room.	Other	08/08/2014	12/21/2015	\$0	No Funding Required	Willa Preston, Principal; Lora Hale, School Counselor; All Eden Elementary Teachers; and Mary Crace, Curriculum Coach

Strategy 2:

Response to Intervention-Tier III - Tier III instruction includes the use of Lexia Reading and Study Island as well as research-based strategies. These groups (Blue Zones) utilize small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions daily for 30 minutes and are progress monitored weekly using the AIMSweb progress monitoring for reading fluency and easyCBM progress monitoring for reading comprehension and math calculation.

Category: Integrated Methods for Learning

Activity - Technology Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students who are at-risk of failure and need additional academic support may participate in technology-assisted intervention that may include standards-based software such as Study Island, Lexia, Accelerated Reading, and Math Facts in a Flash.	Technology	08/08/2014	12/21/2015	\$0	Other	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff
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Activity - Special Education Support Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eden Elementary offers multiple levels of intervention support services for students with IEPs through the collaboration model that includes Content Teachers, Special Education Teachers, and Instructional Assistants. Students may also receive small group instruction in a resource room delivered by a certified Special Education Teacher to meet individual IEP goals, student needs, and Common Core Standards.	Academic Support Program	08/08/2014	12/21/2015	\$0	No Funding Required	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff

Activity - Blue Zone Placement & Criteria Tier III-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group known as Blue Zone. Tier III instruction for reading includes the use of Lexia Reading and Study Island as well as research-based strategies for reading. Student Blue Zone placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and the SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for the students in the Blue Zones. These groups (Blue Zones) have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions daily and are progress monitored weekly using easyCBM for reading fluency and reading comprehension.	Policy and Process	08/08/2014	12/21/2015	\$0	No Funding Required	Willa Preston, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young (Interventionist); and Regular Education Teachers

Activity - Blue Zone Placement & Criteria Tier III-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group known as Blue Zone. Tier III instruction for math includes the use of Study Island as well as research-based strategies for math. Student Blue Zone placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations for next steps with the students in Blue Zones. These groups (Blue Zones) have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions daily and are progress monitored weekly using easyCBM for math calculation.</p>	<p>Policy and Process</p>	<p>08/08/2014</p>	<p>12/21/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Willa Preston, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young (Interventionist); and Regular Education Teachers</p>
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Strategy 3:

Response to Intervention-Tier II - The school master schedule was altered with time embedded within the school day to provide 30 minutes for Rtl that is referred to as the "Blue Zone." The program has undergone several changes since its origin in 2010 based on staff input and student achievement data analysis.

Category:

Activity - Blue Zone Placement and Criteria Tier II-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group known as Blue Zone. Tier II instruction for reading includes the use of Lexia Reading and Study Island as well as research-based strategies for reading. Student Blue Zone placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal for each nine week period based on student data analysis, progress monitoring, and teacher input. These groups (Blue Zones) have two teachers and three assistants that utilize small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least three times per week and are progress monitored at at least bi-weekly using AIMSweb for reading fluency and easyCBM for reading comprehension.</p>	<p>Policy and Process</p>	<p>08/08/2014</p>	<p>12/21/2015</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Willa Preston, Principal; Lora Hale, School Counselor; Title I Staff; Student Assistance Team (SAT)</p>

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Activity - Blue Zone Placement and Criteria Tier II-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group known as Blue Zone. Tier II instruction for math includes the use of Study Island as well as research-based strategies for math. Student Blue Zone placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal for each nine week period based on student data analysis, progress monitoring, and teacher input. These groups (Blue Zones) have two teachers and three assistants that utilize small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least three times per week and are progress monitored at at least bi-weekly using easyCBM for math calculation.	Policy and Process	08/08/2014	12/21/2015	\$0	No Funding Required	Willa Preston, Principal; Lora Hale, School Counselor; Title I Staff; and Student Assistance Team (SAT)

Goal 5: Decrease the percentage of students scoring novice in math and reading as measured by the Unbridled Learning Accountability Model.

Measurable Objective 1:

A 5% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading to increase the percentage of students scoring apprentice or above from 73% in 2014-2015 to 78% in 2015-2016 to reduce the number of novice in Reading by 05/31/2016 as measured by the 2015-2016 K-PREP assessment.

Strategy 1:

Data Analysis-Reading - Data Analysis will be implemented to target and meet individual learning needs of all students especially those scoring novice in reading.

Category: Continuous Improvement

Activity - Classroom Assessment Analysis-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All classroom teachers, along with administration, will analyze classroom assessments during PLC, staff, and grade level meetings. Results will be used to modify assessments, modify classroom instruction, and guide the standards-based grading process allowing us to meet individual student needs.	Academic Support Program	09/01/2015	12/31/2016	\$100	General Fund	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator

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Activity - MAP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, along with administration, will analyze results of the MAP assessments to guide the intervention process and differentiate instruction.	Academic Support Program	09/01/2015	12/31/2016	\$1000	General Fund	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Activity - EasyCBM Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall into the Tier II and Tier III categories will be progress monitored through easyCBM. This data guides further interventions and individual needs of those students.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, along with administrators, will analyze the results of the 2014-2015 K-PREP assessment to aid in identifying the Tier II and Tier III students who need interventions and progress monitoring. Funding will be allocated to provide motivational activities for the students.	Academic Support Program	10/01/2015	10/01/2016	\$1500	General Fund	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Activity - SAT Team Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After each cycle of MAP testing, the SAT team will meet with teachers by grade level to analyze MAP data and easyCBM progress monitoring data and make recommendations on the next steps for the students. These next steps may include additional RtI, referral for multidisciplinary evaluation, or retention.	Academic Support Program	09/01/2015	12/31/2016	\$0	No Funding Required	All classroom teachers; special education teachers; Debbie Evans, Title I Coordinator; Lora Hale, Counselor; Jeremy Hall, Principal; and Paul Baker, District Psychologist.

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Strategy 2:

RtI Program (Response to Intervention)-Reading - Response to Intervention (RtI) includes the use of Lexia Reading, Study Island, Moby Max, Reading Eggs, as well as research-based strategies such as Kagan. These students receive interventions daily either through Title I, Daytime Waiver ESS, classroom teachers, or special education teachers. Progress monitoring is completed regularly through STAR and EasyCBM.

Category: Continuous Improvement

Activity - Title I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at the Tier II and Tier III are pulled for small group instruction daily.	Academic Support Program	09/01/2015	12/31/2016	\$0	No Funding Required	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator

Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The major emphases of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in reading 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3)to close the achievement gap of low-performing students.</p> <p>Extended school services will not replace or substitute regular class instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.</p>	Academic Support Program	10/01/2015	05/31/2016	\$12000	State Funds	Phyllis Young, ESS Teacher and Rose Crum, Drema Moore, ESS Coordinator

Activity - Enrichment Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Eden Elementary's Enrichment Program includes RtI, music/art, computer, counseling, physical education/health, and library/world language classes. Students in Tier II and III receive reading support by the classroom teachers in grades 3-5 while Tier I students engage in the other enrichment classes.	Academic Support Program	08/01/2015	05/31/2016	\$1000	General Fund	3rd, 4th, and 5th Grade teachers; Ramona Combs; Debbie Evans; Lora Hale; Alexandra Horn; Geneva Scott; Jennifer Waller; and Shane Stafford

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Strategy 3:

Classroom Instructional Methods-Reading - Teachers will implement reading classroom instructional strategies that are research-based and engage students in the learning process specifically designed to help those students scoring at the novice level achieve at higher levels.

Category: Continuous Improvement

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Kagan strategies within their instruction.	Direct Instruction	08/01/2015	12/31/2016	\$1000	State Funds	All teachers and Jeremy Hall, Principal

Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The small-group, differentiated reading model enables teachers to focus on specific skills needed by varied groups of children. Teachers can plan using research-based strategies in beginning reading instruction and developmental models that recognize the stages through which beginning readers progress. Differentiated small-group instruction is done by matching instruction to meet the needs of learners.	Direct Instruction	08/01/2015	12/31/2016	\$0	No Funding Required	All teachers and instructional assistants

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction will provide strategies for the teachers to implement for the students in order to meet their learning styles and help in decreasing the percentage of students scoring novice.	Direct Instruction	08/01/2015	12/31/2016	\$1000	State Funds	All teachers and instructional assistants

Activity - Grade Level Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.	Academic Support Program	12/01/2015	05/31/2016	\$0	No Funding Required	All teachers and instructional assistants

Measurable Objective 2:

A 3% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency by increasing the percentage of students scoring apprentice or above from 78.3% in 2014-2015 to 81.3% in Mathematics by 05/31/2016 as measured by the 2015-2016 K-PREP assessment.

Strategy 1:

Data Analysis-Math - Data Analysis will be implemented to target and meet individual learning needs of all students especially those scoring novice in math.

Category: Continuous Improvement

Activity - Classroom Assessment Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All classroom teachers, along with administration, will analyze classroom assessments during PLC, staff, and grade level meetings. Results will be used to modify assessments, modify classroom instruction, and guide the standards-based grading.	Academic Support Program	09/01/2015	12/31/2016	\$100	General Fund	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator
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Activity - MAP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, along with administration, will analyze results of the MAP assessments to guide the intervention process and differentiate instruction.	Academic Support Program	09/01/2015	12/31/2016	\$1000	General Fund	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator

Activity - EasyCBM Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fall into the Tier II and Tier III categories will be progress monitored through easyCBM. This data guides further interventions and individual needs of those students.	Academic Support Program	08/01/2015	12/31/2015	\$0	No Funding Required	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator

Activity - K-PREP Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers, along with administrators, will analyze the results of the 2014-2015 K-PREP assessment to aid in identifying the Tier II and Tier III students who need interventions and progress monitoring. Funding will be allocated to provide motivational activities for the students.	Academic Support Program	10/01/2015	10/01/2016	\$1500	General Fund	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator
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Activity - SAT Team Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After each cycle of MAP testing, the SAT team will meet with teachers by grade level to analyze MAP data and easyCBM progress monitoring data and make recommendations on the next steps for the students. These next steps may include additional Rtl, referral for multidisciplinary evaluation, or retention.	Academic Support Program	09/01/2015	12/31/2016	\$0	No Funding Required	All classroom teachers; special education teachers; Debbie Evans, Title I Coordinator; Kelli Hager, Math Interventionist ; Lora Hale, Counselor; Jeremy Hall, Principal; and Paul Baker, District Psychologist.

Strategy 2:

Rtl Program (Response to Intervention)-Math - Response to Intervention (Rtl) includes the use of Study Island, Moby Max, Math Facts in a Flash, as well as research-based strategies such as Kagan, hands-on activities and manipulatives. These students receive interventions daily either through the MAF program, Daytime Waiver ESS, classroom teachers, or special education teachers. Progress monitoring is completed regularly through STAR and EasyCBM.

Category: Continuous Improvement

Activity - Math Intervention Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Eden Elementary’s Math Intervention program is aligned to the MAF grant that the other two elementary schools in the district received. It includes teacher training, hands-on materials, manipulatives, and implementation of intervention services that address the needs of students in the primary program who are struggling with meeting grade level or benchmark expectations for mathematics. The intervention services should promote effective instructional practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students.</p> <p>The mathematics intervention services and programs selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services).</p>	Academic Support Program	08/01/2015	05/31/2016	\$70000	District Funding	Kelli Hager, Math Interventionist
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Activity - Daytime Waiver ESS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The major emphases of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in math 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3) to close the achievement gap of low-performing students.</p> <p>Extended school services will not replace or substitute regular class instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.</p>	Academic Support Program	10/01/2015	05/31/2016	\$6000	State Funds	Phyllis Young, ESS Teacher; and Rose Crum, ESS Teacher

Activity - Enrichment Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Eden Elementary's Enrichment Program includes Rtl, music/art, computer, counseling, physical education/health, and library/world language classes. Students in Tier II and III receive math support by the classroom teachers in grades 3-5 while Tier I students engage in the other enrichment classes.</p>	Academic Support Program	08/01/2015	05/31/2016	\$1000	General Fund	3rd, 4th, and 5th Grade teachers; Ramona Combs; Debbie Evans; Lora Hale; Alexandra Horn; Geneva Scott; Jennifer Waller; and Shane Stafford

Strategy 3:

Classroom Instructional Methods-Math - Teachers will implement math classroom instructional strategies that are research-based and engage students in the learning process specifically designed to help those students scoring at the novice level achieve at higher levels.

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Category: Continuous Improvement

Activity - Kagan Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement Kagan strategies within their instruction.	Academic Support Program	08/01/2015	12/31/2016	\$1000	State Funds	All teachers and instructional assistants
Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The small-group, differentiated mathematics model enables teachers to focus on specific skills needed by varied groups of children. Teachers can plan using research-based strategies in beginning reading instruction and developmental models that recognize the stages through which beginning readers progress. Differentiated small-group instruction is done by matching instruction to meet the needs of learners.	Academic Support Program	08/01/2015	12/31/2016	\$0	No Funding Required	All teachers and instructional assistants
Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated instruction will provide strategies for the teachers to implement for the students in order to meet their learning styles and help in decreasing the percentage of students scoring novice.	Academic Support Program	08/01/2015	12/31/2016	\$1000	State Funds	All teachers and instructional assistants
Activity - Grade Level Common Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.	Academic Support Program	12/01/2015	05/31/2016	\$0	No Funding Required	All teachers

Goal 6: Increase the amount of parent involvement at Eden Elementary for the 2015-2016 school year.**Measurable Objective 1:**

increase student growth by collaborating with parents by 05/31/2016 as measured by the increased number of academic after-school activities as well as teacher communication with parents.

Strategy 1:

Academic After-School Activities - Parents are invited to attend intentionally planned after-school activities in order to gain knowledge on ways to improve their child's

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academic performance in reading and math.

Category: Continuous Improvement

Activity - Born Learning Academy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The "bornlearning® Academy" is a series of family workshops that occurs monthly. Together, parents learn how they can prepare their child/children for school, starting when they are born. They have dinner with our families, break out into groups, and learn how to Turn Everyday Moments into Learning Opportunities.</p> <p>Different community churches volunteer to provide the dinner for the program. In addition, door prizes as well as participation incentives will be presented.</p> <p>October 20, 2015 November 10, 2015 December 1, 2015 January 5, 2016 February 2, 2016 March 1, 2016 April 12, 2016: Graduation Ceremony</p>	Academic Support Program, Parent Involvement	08/01/2015	05/31/2016	\$3000	Other	Classroom teachers, instructional assistants, Marlena Slone, Family Resource Coordinator, Jeremy Hall, Principal
Activity - Family Reading Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Family Reading Night will give parents an opportunity to emphasize reading with their child through the utilization of the fall school Book Fair, Parent-Child Reading Session, and testing comprehension through computerized Accelerated Reader. Refreshments will be provided to all participants.</p> <p>November 10, 2015</p>	Academic Support Program, Parent Involvement	10/01/2015	12/01/2015	\$150	Title I Part A	Classroom teachers, instructional assistants, Alexandra Horn, Media Specialist/Librarian; Jeremy Hall, Principal, Lora Hale, Counselor
Activity - Math Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parents will be invited to a night of math-related learning activities that will enhance their knowledge on how to assist their child with math content. Make-and-Take manipulatives will be provided to the parents as well as refreshments.	Academic Support Program, Parent Involvement	12/01/2015	05/31/2016	\$300	Title I Part A	Classroom teachers, Debbie Evans, Title I Coordinator; Kelli Hager, Math Interventionist ; instructional assistants; and Jeremy Hall, Principal
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Activity - Reading Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a night of reading-related learning activities that will enhance their knowledge on how to assist their child with reading content. Each child must be accompanied by a parent, and a free book will be provided to all students. Refreshments will also be provided to all participants.	Academic Support Program, Parent Involvement	12/01/2015	05/31/2016	\$900	Title I Part A	Classroom teachers, Debbie Evans, Title I Coordinator; instructional assistants; and Jeremy Hall, Principal

Strategy 2:

Parent Communication - Eden Elementary will employ new strategies for effective communication between school and home in addition to the existing communication methods that are currently in practice.

Some examples of one-way communication include the following:

School and Grade Level Newsletters: Used to share information to parents and a community;

School to Home Notebook/Agenda Books: Communication books to share information with parents, specifically used for students with specific learning needs;

Home notes: Used to engage and update parents on their child’s progress;

Report cards: Traditional mode to convey written, evaluative information of student progress.

Examples of two-way communication include the following:

Phone call: Best way to contact the teacher or parent. Making the initial phone call will open the lines of communication with teachers or parent.

Parent-Teacher Conference: Can create a successful partnership so both parent and teachers are on the same page. Discussion can occur and avoid blame by taking a solution-focused approach.

Follow-up after Parent-Teacher conferences to plan specific strategies if needed or discuss further with other teachers.

Category: Continuous Improvement

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Research Cited: http://theparentacademy.dadeschools.net/pdfs/Effective_Communication.pdf

Activity - Parent-Teacher Conference: Fall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Eden Elementary will host a parent-teacher conference in the fall in order to give parents and teachers the opportunity to discuss student progress, grades, test scores, attendance, and other school-related issues. It also allows the teacher to gain valuable information such as the student's skills, interests, and hobbies so that he/she can learn more about the child to be able to help him/her more effectively. Brochures will be provided to the parents in order to engage them in their child's education and to provide resources on how to help their child be more successful in school.</p> <p>Refreshments are provided for the participants as well as childcare by the Family Resource Center while parents conference with the teachers.</p>	Parent Involvement	09/01/2015	05/31/2016	\$200	General Fund	All teachers; Marlena Slone, Family Resource Coordinator; Debbie Evans, Title I Coordinator; Jeremy Hall, Principal; Lora Hale, Counselor; and instructional assistants.

Activity - Parent-Teacher Conference-Spring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Eden Elementary will host a parent-teacher conference in the spring in order to give parents and teachers the opportunity to discuss student progress, grades, test scores, attendance, and other school-related issues. It also allows the teacher to gain valuable information such as the student's skills, interests, and hobbies so that he/she can learn more about the child and be able to help him/her more effectively.</p> <p>Brochures will be provided to the parents in order to engage them in their child's education and to provide resources on how to help their child be more successful in school.</p> <p>Refreshments are provided for the participants as well as childcare by the Family Resource Center while parents conference with the teachers.</p>	Parent Involvement	12/01/2015	05/31/2016	\$200	General Fund	All teachers; Marlena Slone, Family Resource Coordinator; Debbie Evans, Title I Coordinator; Jeremy Hall, Principal; Lora Hale, Counselor; and instructional assistants.

Activity - Positive Parent Contact Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will make positive parent contacts within the first few weeks of school in order to develop a better, more positive relationship. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. Teachers will maintain a log of these positive parent contacts.</p> <p>When communicating with parents, teachers will consider their remarks in relation to the three categories that influence how parents participate.</p>	Parent Involvement	08/01/2015	05/31/2016	\$0	No Funding Required	All classroom teachers; Jeremy Hall, Principal

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Activity - Newsletters	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All grade level teachers will create newsletters that inform the parents about what is occurring in their specific grade level/class that week. Teachers will provide information such as content/standards/learning targets, spelling words/vocabulary, upcoming events, important notes/reminders, etc.</p> <p>In addition to these newsletters, the school will also be creating and sending out newsletters to inform parents about school-wide reminders, information, and important dates from the principal, counselor, and family resource center.</p>	Parent Involvement	08/01/2015	12/31/2016	\$300	General Fund	All classroom teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Marlena Slone, Family Resource Center Coordinator

Activity - School Website/Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Eden Elementary will utilize the school website in order to publish various documents for parents to view and/or give feedback/input on such as the Consolidated School Improvement Plan. Parents will have the opportunity to review this document and then provide feedback on how to improve the CSIP. In addition, the website will contain other documents such as school policies, SBDM minutes and policies, newsletters, popular internet links that the school utilizes, and important announcements and upcoming events.</p> <p>Also, teachers will post newsletters and important announcements on social media such as Facebook class pages in order to better inform parents and provide another two-way communication means for parents to feel free to ask questions and clarify information or just to showcase students work and progress.</p>	Parent Involvement	08/01/2015	12/31/2016	\$0	No Funding Required	Teachers; Jeremy Hall, Principal; and Justin Maynard, Technology

Strategy 3:

Volunteerism - Eden Elementary believes it is important for parents to be involved in their child's education during the hours that they are at school. Therefore, we will provide opportunities for parents to participate in their child's learning. A background check will be requested in order for parents to be able to volunteer within the school.

Category: Stakeholder Engagement

Activity - Field Trips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to participate in their child's field trip.	Parent Involvement	08/01/2015	12/31/2016	\$0	No Funding Required	Teachers and Administration ; Family Resource Center

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Activity - Daytime School Events	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited through to attend school events. The school will work to provide this information about school events through multiple modes of communication.	Parent Involvement	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal

Activity - Parent Volunteer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be encouraged to volunteer during school hours. They will have to attend an orientation meeting as well as complete a background check.	Parent Involvement	08/01/2015	12/31/2016	\$0	No Funding Required	Jeremy Hall, Principal; and Family Resource Center

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Differentiated Instruction	Differentiated instruction will provide strategies for the teachers to implement for the students in order to meet their learning styles and help in decreasing the percentage of students scoring novice.	Direct Instruction	08/01/2015	12/31/2016	\$1000	All teachers and instructional assistants
Rtl Placement & Criteria Tier III-Math	Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group. Tier III instruction for math includes the use of Moby Max, Study Island as well as research-based strategies for math. Intervention placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations for next steps with the students. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least 4 days a week and are progress monitored every other week using easyCBM for math calculation.	Policy and Process	08/01/2015	12/31/2016	\$9000	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young & Rose Crum (Daytime Waiver ESS Teachers); and Regular Education Teachers
Differentiated Instruction	Differentiated instruction will provide strategies for the teachers to implement for the students in order to meet their learning styles and help in decreasing the percentage of students scoring novice.	Academic Support Program	08/01/2015	12/31/2016	\$1000	All teachers and instructional assistants

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Daytime Waiver ESS	<p>The major emphases of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in reading 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3) to close the achievement gap of low-performing students.</p> <p>Extended school services will not replace or substitute regular class instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.</p>	Academic Support Program	10/01/2015	05/31/2016	\$12000	Phyllis Young, ESS Teacher and Rose Crum, Drema Moore, ESS Coordinator
Kagan Strategies	All teachers will implement Kagan strategies within their instruction.	Academic Support Program	08/01/2015	12/31/2016	\$1000	All teachers and instructional assistants
Daytime Waiver ESS	<p>The major emphases of Eden Elementary's ESS program should be: 1) to enhance the present level of performance of students who are having difficulty in math 2) to provide additional instruction to students who have been retained or are at risk of being retained; and 3) to close the achievement gap of low-performing students.</p> <p>Extended school services will not replace or substitute regular class instruction but will provide additional instructional time in a targeted content area with specific individual learning goals.</p>	Academic Support Program	10/01/2015	05/31/2016	\$6000	Phyllis Young, ESS Teacher; and Rose Crum, ESS Teacher

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RtI Placement & Criteria Tier III-Reading	Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III RtI group and placed in an intervention group. Tier III instruction for reading includes the use of Lexia Reading, Reading Eggs, and Study Island as well as research-based strategies for reading. Intervention placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate intervention group for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction in grades 3-5. The criteria/benchmark will be determined through a process set forth by the school principal and the SBDM Council for each nine-week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for the students who fall in this tier. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least 4 days a week and are progress monitored every other week using easyCBM for reading fluency and reading comprehension.	Policy and Process	08/01/2015	12/31/2016	\$9000	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young and Rose Crum (Daytime Waiver ESS teachers); and Regular Education Teachers
Kagan Strategies	All teachers will implement Kagan strategies within their instruction.	Direct Instruction	08/01/2015	12/31/2016	\$1000	All teachers and Jeremy Hall, Principal
Brigance Kindergarten Screener	Starting in the 2013-14 school year, kindergarten classrooms in Kentucky's public schools will use a readiness screener to ensure that all children receive the support they need to be successful in school. The screener will be used in all Kentucky kindergarten classrooms to provide information and support children's learning. Schools and districts also may use this data to collaborate with families and communities to ensure all children are receiving developmentally appropriate educational instruction leading to success. Data collected through the use of a kindergarten readiness screener will ensure that all children receive educational instruction to meet individual needs. The kindergarten readiness screener will not be used in isolation, but will be an important step in an ongoing assessment process. The proposed regulation indicates that children be screened no more than 15 calendar days prior to school starting and no later than the 30th instructional day of the school year.	Policy and Process	07/01/2015	05/31/2016	\$2000	Jeremy Hall, Principal; Kindergarten Teachers and Instructional Assistants
Total					\$42000	

Title I Part A

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Camp	Parents will be invited to a night of reading-related learning activities that will enhance their knowledge on how to assist their child with reading content. Each child must be accompanied by a parent, and a free book will be provided to all students. Refreshments will also be provided to all participants.	Academic Support Program, Parent Involvement	12/01/2015	05/31/2016	\$900	Classroom teachers, Debbie Evans, Title I Coordinator; instructional assistants; and Jeremy Hall, Principal
Math Camp	Parents will be invited to a night of math-related learning activities that will enhance their knowledge on how to assist their child with math content. Make-and-Take manipulatives will be provided to the parents as well as refreshments.	Academic Support Program, Parent Involvement	12/01/2015	05/31/2016	\$300	Classroom teachers, Debbie Evans, Title I Coordinator; Kelli Hager, Math Interventionist ; instructional assistants; and Jeremy Hall, Principal
Family Reading Night	Family Reading Night will give parents an opportunity to emphasize reading with their child through the utilization of the fall school Book Fair, Parent-Child Reading Session, and testing comprehension through computerized Accelerated Reader. Refreshments will be provided to all participants. November 10, 2015	Academic Support Program, Parent Involvement	10/01/2015	12/01/2015	\$150	Classroom teachers, instructional assistants, Alexandra Horn, Media Specialist/Librarian; Jeremy Hall, Principal, Lora Hale, Counselor
Total					\$1350	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mathematics Focus	Based on analysis of student assessment data, teachers will focus on best practices for mathematics. Teachers will place emphasis on manipulatives, visual representations, interactive lessons, and calculators to transition students' thinking from concrete to abstract thinking.	Direct Instruction	08/01/2015	12/31/2016	\$0	All Eden Elementary Teachers

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Blue Zone Placement and Criteria Tier II-Reading	Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group. Tier II instruction for reading includes the use of Lexia Reading, Reading Eggs, Moby Max, and Study Island as well as research-based strategies for reading. Student placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in intervention groups for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for these students. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students will receive interventions at least three times per week and are progress monitored at least every month using easyCBM for reading fluency and reading comprehension.	Policy and Process	08/01/2015	12/31/2016	\$750	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young & Rose Crum (Daytime Waiver ESS); and Regular Education Teachers
Total					\$750	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Intervention Program	<p>Eden Elementary's Math Intervention program is aligned to the MAF grant that the other two elementary schools in the district received. It includes teacher training, hands-on materials, manipulatives, and implementation of intervention services that address the needs of students in the primary program who are struggling with meeting grade level or benchmark expectations for mathematics. The intervention services should promote effective instructional practices in mathematics. Selected mathematics intervention services should be based on data specific to the needs of the identified students.</p> <p>The mathematics intervention services and programs selected by schools will determine the instructional method required for implementation (e.g., one on one, students grouped for the specific purpose of receiving appropriate intervention services).</p>	Academic Support Program	08/01/2015	05/31/2016	\$70000	Kelli Hager, Math Interventionist

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PGES-PD: Teachers	The teachers will attend professional development to provide instruction and support in completing the Professional Growth Evaluation System (PGES).	Professional Learning	08/07/2014	12/21/2015	\$0	Superintendent and Central Office; KDE
Universal Screener/Diagnostic Assessment	The Measure of Academic Progress (MAP) assessment will be administered to all students 3 times per year (Fall, Winter, and Spring) to be utilized as a Universal Screener for placement in intervention groups. This assessment will also provide diagnostic information detailing specific student needs based on scores (RIT bands) in reading and mathematics. The assessment is able to measure student achievement and academic growth, independent of grade, across time. MAP is also aligned with the Common Core Standards.	Academic Support Program	08/01/2015	12/31/2016	\$5000	Jeremy Hall, Principal; Lora Hale, School Counselor; Debbie Evans, Title I Teacher; Mark Blackburn, Instructional Supervisor
Universal Screener/Diagnostic Assessment	The Measure of Academic Progress (MAP) assessment will be administered to all students 3 times per year (Fall, Winter, and Spring) to be utilized as a Universal Screener for placement in intervention classes and "Blue Zone" RtI classes. This assessment will also provide diagnostic information detailing specific student needs based on scores (RIT bands) in reading and mathematics. The assessment is able to measure student achievement and academic growth, independent of grade, across time. MAP is also aligned with the Common Core Standards.	Academic Support Program	08/08/2014	12/21/2015	\$0	Lora Hale, School Counselor; Debbie Evans, Title I Teacher; Lisa Kirk, Instructional Supervisor; and Mary Crace, Curriculum Coach
PGES- PD: Principal	The school principal will attend professional development to provide support in completing the PGES training to become proficient in the observation process through TeachScape Professional learning.	Professional Learning	08/01/2015	12/31/2016	\$0	Superintendent, Central Office Staff, and Jeremy Hall, Principal
Total					\$75000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Professional Development opportunities will be available to all certified staff in the areas of Writing, Practical Living, and Arts/Humanities through PD offerings as they become available.	Professional Learning	07/01/2015	12/31/2016	\$1000	All Eden Elementary Teachers, Ramona Combs, Art/Music Teacher, Debbie Evans, Title I Teacher; Shane Stafford, PE/Health Teacher
Technology Intervention	Students who are at-risk of failure and need additional academic support may participate in technology-assisted intervention that may include standards-based software such as Study Island, Lexia, Accelerated Reading, and Math Facts in a Flash.	Technology	08/08/2014	12/21/2015	\$0	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff
Born Learning Academy	<p>The "bornlearning® Academy" is a series of family workshops that occurs monthly. Together, parents learn how they can prepare their child/children for school, starting when they are born. They have dinner with our families, break out into groups, and learn how to Turn Everyday Moments into Learning Opportunities.</p> <p>Different community churches volunteer to provide the dinner for the program. In addition, door prizes as well as participation incentives will be presented.</p> <p>October 20, 2015 November 10, 2015 December 1, 2015 January 5, 2016 February 2, 2016 March 1, 2016 April 12, 2016: Graduation Ceremony</p>	Academic Support Program, Parent Involvement	08/01/2015	05/31/2016	\$3000	Classroom teachers, instructional assistants, Marlena Slone, Family Resource Coordinator, Jeremy Hall, Principal
Total					\$4000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Student Attendance Incentives	Students will be given the opportunity to participate in various attendance incentives such as Wildcat Super Store (Super Bucks) and recognitions throughout the school year.	Behavioral Support Program	08/01/2015	12/31/2016	\$2000	Jeremy Hall, Principal; Linda Howell, Attendance Clerk; Lora Hale, Counselor
Classroom Assessment Analysis	All classroom teachers, along with administration, will analyze classroom assessments during PLC, staff, and grade level meetings. Results will be used to modify assessments, modify classroom instruction, and guide the standards-based grading.	Academic Support Program	09/01/2015	12/31/2016	\$100	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist; and Debbie Evans, Title I Coordinator
Classroom Assessment Analysis-Reading	All classroom teachers, along with administration, will analyze classroom assessments during PLC, staff, and grade level meetings. Results will be used to modify assessments, modify classroom instruction, and guide the standards-based grading process allowing us to meet individual student needs.	Academic Support Program	09/01/2015	12/31/2016	\$100	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Content Area Reading Strategies	Teachers in all content areas will design lessons that incorporate a base of knowledge across the content subject matter by engaging and exposing students through reading and responding to works of quality and substance. Students will learn to read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise.	Academic Support Program	08/01/2015	12/31/2016	\$1500	All Eden Elementary Teachers
Parent-Teacher Conference: Fall	Eden Elementary will host a parent-teacher conference in the fall in order to give parents and teachers the opportunity to discuss student progress, grades, test scores, attendance, and other school-related issues. It also allows the teacher to gain valuable information such as the student's skills, interests, and hobbies so that he/she can learn more about the child to be able to help him/her more effectively. Brochures will be provided to the parents in order to engage them in their child's education and to provide resources on how to help their child be more successful in school. Refreshments are provided for the participants as well as childcare by the Family Resource Center while parents conference with the teachers.	Parent Involvement	09/01/2015	05/31/2016	\$200	All teachers; Marlena Slone, Family Resource Coordinator; Debbie Evans, Title I Coordinator; Jeremy Hall, Principal; Lora Hale, Counselor; and instructional assistants.

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Enrichment Program	Eden Elementary's Enrichment Program includes Rtl, music/art, computer, counseling, physical education/health, and library/world language classes. Students in Tier II and III receive reading support by the classroom teachers in grades 3-5 while Tier I students engage in the other enrichment classes.	Academic Support Program	08/01/2015	05/31/2016	\$1000	3rd, 4th, and 5th Grade teachers; Ramona Combs; Debbie Evans; Lora Hale; Alexandra Horn; Geneva Scott; Jennifer Waller; and Shane Stafford
MAP Analysis	All teachers, along with administration, will analyze results of the MAP assessments to guide the intervention process and differentiate instruction.	Academic Support Program	09/01/2015	12/31/2016	\$1000	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Parent-Teacher Conference-Spring	Eden Elementary will host a parent-teacher conference in the spring in order to give parents and teachers the opportunity to discuss student progress, grades, test scores, attendance, and other school-related issues. It also allows the teacher to gain valuable information such as the student's skills, interests, and hobbies so that he/she can learn more about the child and be able to help him/her more effectively. Brochures will be provided to the parents in order to engage them in their child's education and to provide resources on how to help their child be more successful in school. Refreshments are provided for the participants as well as childcare by the Family Resource Center while parents conference with the teachers.	Parent Involvement	12/01/2015	05/31/2016	\$200	All teachers; Marlena Slone, Family Resource Coordinator; Debbie Evans, Title I Coordinator; Jeremy Hall, Principal; Lora Hale, Counselor; and instructional assistants.
Technology Intervention	Students who are at-risk of failure and need additional academic support may participate in technology-assisted intervention that may include standards-based software such as Study Island, Lexia, Accelerated Reading, Reading Eggs, Moby Max, and Math Facts in a Flash. Technology is utilized to progress monitor these students in Tier II and III.	Technology	08/01/2015	12/31/2016	\$15000	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff

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MAP Analysis	All teachers, along with administration, will analyze results of the MAP assessments to guide the intervention process and differentiate instruction.	Academic Support Program	09/01/2015	12/31/2016	\$1000	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator
Timed Reading Passages	Grades 2-5 teachers will administer timed reading passage assessments similar to K-PREP from the Common Core Crosswalk twice every 9 weeks. Teachers will record scores alphabetically to track and measure student progress.	Direct Instruction	12/01/2015	12/31/2016	\$1500	Grades 2-5 Reading Teachers
Newsletters	All grade level teachers will create newsletters that inform the parents about what is occurring in their specific grade level/class that week. Teachers will provide information such as content/standards/learning targets, spelling words/vocabulary, upcoming events, important notes/reminders, etc. In addition to these newsletters, the school will also be creating and sending out newsletters to inform parents about school-wide reminders, information, and important dates from the principal, counselor, and family resource center.	Parent Involvement	08/01/2015	12/31/2016	\$300	All classroom teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Marlena Slone, Family Resource Center Coordinator
Stakeholder Involvement	Eden Elementary will collect parent surveys through the Title I program annually between March and April. Results will be analyzed to determine ways to better promote parent involvement, improve two-way communication, and enhance school culture through community involvement.	Parent Involvement	12/01/2015	05/31/2016	\$100	Jeremy Hall, Principal; Debbie Evans, Title I Coordinator; Lora Hale, School Counselor
Enrichment Program	Eden Elementary's Enrichment Program includes Rtl, music/art, computer, counseling, physical education/health, and library/world language classes. Students in Tier II and III receive math support by the classroom teachers in grades 3-5 while Tier I students engage in the other enrichment classes.	Academic Support Program	08/01/2015	05/31/2016	\$1000	3rd, 4th, and 5th Grade teachers; Ramona Combs; Debbie Evans; Lora Hale; Alexandra Horn; Geneva Scott; Jennifer Waller; and Shane Stafford

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K-PREP Analysis	All teachers, along with administrators, will analyze the results of the 2014-2015 K-PREP assessment to aid in identifying the Tier II and Tier III students who need interventions and progress monitoring. Funding will be allocated to provide motivational activities for the students.	Academic Support Program	10/01/2015	10/01/2016	\$1500	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator
Program Review-Writing	Teachers will utilize the research-based writing strategies in all ELA classes including graphic organizers, such as the Four Square Organizer, to focus on the writing process and grammar.	Academic Support Program	08/01/2015	12/31/2016	\$1400	Jeremy Hall, Principal; Debbie Evans, Title I Coordinator and all ELA Teachers; Writing Program Review Committee
K-PREP Analysis	All teachers, along with administrators, will analyze the results of the 2014-2015 K-PREP assessment to aid in identifying the Tier II and Tier III students who need interventions and progress monitoring. Funding will be allocated to provide motivational activities for the students.	Academic Support Program	10/01/2015	10/01/2016	\$1500	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Maintain a Data Room/Data Charts	A "Data Room" will be maintained to chart student progress on the MAP testing that occurs three times per school year (Fall, Winter, and Spring). This room will include posters that track every student in the school from Kindergarten through fifth grade based on the MAP assessment data. A system of color coding will be used to identify students who have met or not met goals for each assessment. These charts are utilized by all staff members to target students who are at-risk of failure including students who are in the non-duplicated gap group. The data charts are monitored and maintained as all new assessment data is analyzed throughout the year. Teachers also utilize the information during PLC meetings held in the data room.	Academic Support Program	09/01/2015	10/31/2016	\$300	Jeremy Hall, Principal; Lora Hale, School Counselor; All Eden Elementary Teachers
Total					\$29700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Stakeholder Involvement	Eden Elementary will collect parent and community surveys found in ASSIST annually. Results will be analyzed to determine ways to better promote parent involvement, improve two-way communication, and enhance school culture through community involvement.	Parent Involvement	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; Lora Hale, School Counselor
Language Arts Focus on Constructed Response	Teachers will embed constructed response assessment questions (short answer and/or extended responses) within each instructional unit. All students will be exposed to exemplary models for proficient answers. Scoring will be based upon rubrics.	Direct Instruction	08/01/2015	12/31/2016	\$0	All Eden Elementary Teachers
Blue Zone Placement and Criteria Tier II-Math	Students scoring between the 11th and 25th percentile on MAP testing for math will be identified as Tier II Rtl group and placed in an intervention group. Tier II instruction for math includes the use of Study Island, Moby Max, Math Facts in a Flash, as well as research-based strategies for math. Student placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate intervention class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for these students during interventions. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least three times per week and are progress monitored every month using easyCBM for math calculation.	Policy and Process	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Kelli Hager, Math Interventionist ; Phyllis Young & Rose Crum (Daytime Waiver ESS); and Regular Education Teachers
SAT Team Analysis	After each cycle of MAP testing, the SAT team will meet with teachers by grade level to analyze MAP data and easyCBM progress monitoring data and make recommendations on the next steps for the students. These next steps may include additional Rtl, referral for multidisciplinary evaluation, or retention.	Academic Support Program	09/01/2015	12/31/2016	\$0	All classroom teachers; special education teachers; Debbie Evans, Title I Coordinator; Lora Hale, Counselor; Jeremy Hall, Principal; and Paul Baker, District Psychologist.

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Program Review Process	Eden Elementary principal will establish a Program Review process for integrating curriculum in current classes and monitoring the collection of evidence.	Policy and Process	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal
Grade Level Common Planning	Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.	Academic Support Program	12/01/2015	05/31/2016	\$0	All teachers
Attendance Barrier	Teachers will discuss the importance of attendance and achieving academic success along with the application of real-life situations such as employment and college.	Behavioral Support Program	08/01/2015	12/31/2016	\$0	All Eden Elementary Teachers
Blue Zone Placement and Criteria Tier II-Reading	Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group known as Blue Zone. Tier II instruction for reading includes the use of Lexia Reading and Study Island as well as research-based strategies for reading. Student Blue Zone placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal for each nine week period based on student data analysis, progress monitoring, and teacher input. These groups (Blue Zones) have two teachers and three assistants that utilize small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least three times per week and are progress monitored at at least bi-weekly using AIMSweb for reading fluency and easyCBM for reading comprehension.	Policy and Process	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; Lora Hale, School Counselor; Title I Staff; Student Assistance Team (SAT)
Program Review: K-3	Teachers will integrate research-based strategies in grades K-3 in order to provide successful completion of the primary program.	Academic Support Program	08/01/2015	12/31/2016	\$0	All Eden Elementary K-3 teachers; K-3 Program Review Committee
Gap Data Analysis	All teachers, along with administration, will analyze state student achievement data from the K-PREP by using the graphs from KASC and school report card to identify the gap groups as it becomes available. This data will be utilized to direct and modify class instruction, determine special education collaboration needs, determine IEP needs, and assist in grouping students for intervention.	Policy and Process	10/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; Lora Hale, School Counselor; All Eden Teachers

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Intervention Process	The Administrative Leadership Team will modify the intervention process that outlines how students that are struggling in Math and Reading are identified. The process will have specific guidelines and criteria for placing students in the appropriate intervention services.	Policy and Process	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; SAT Team; Paul Baker, District Pyschologist; and Lora Hale, Counselor
Special Education Support Services	Eden Elementary offers multiple levels of intervention support services for students with IEPs through the collaboration model that includes Content Teachers, Special Education Teachers, and Instructional Assistants. Students may also receive small group instruction in a resource room delivered by a certified Special Education Teacher to meet all IEP goals, student needs, and Common Core Standards.	Academic Support Program	08/01/2015	12/31/2016	\$0	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff
Blue Zone Placement and Criteria Tier II-Math	Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group known as Blue Zone. Tier II instruction for math includes the use of Study Island as well as research-based strategies for math. Student Blue Zone placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal for each nine week period based on student data analysis, progress monitoring, and teacher input. These groups (Blue Zones) have two teachers and three assistants that utilize small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions at least three times per week and are progress monitored at at least bi-weekly using easyCBM for math calculation.	Policy and Process	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; Lora Hale, School Counselor; Title I Staff; and Student Assistance Team (SAT)
Small Group	The small-group, differentiated reading model enables teachers to focus on specific skills needed by varied groups of children. Teachers can plan using research-based strategies in beginning reading instruction and developmental models that recognize the stages through which beginning readers progress. Differentiated small-group instruction is done by matching instruction to meet the needs of learners.	Direct Instruction	08/01/2015	12/31/2016	\$0	All teachers and instructional assistants

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Curriculum Alignment/Pacing Guides	Teachers will participate in school level and district level curriculum alignment based on Common Core Standards. Initial professional development has taken place at the beginning of each school year with follow-up occurring in PLC weekly meetings. Based on this alignment, teachers will create and review pacing guides that ensure all students receive instruction that is rigorous.	Professional Learning	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; All Eden Elementary Teachers
Field Trips	Parents will be encouraged to participate in their child's field trip.	Parent Involvement	08/01/2015	12/31/2016	\$0	Teachers and Administration ; Family Resource Center
K-PREP Authentic Assessment	Curriculum alignment will be the basis for creating authentic assessments that include but are not limited to the following: 1.) K-PREP Scrimmages given at least once per year and analyzed for student progress; 2.) End-of-unit Summative assessments that include multiple choice, short answer, and extended response formatted like K-PREP assessments in each content area; and 3.)Formative assessments that give immediate feedback on student mastery of content to inform next steps for instruction in all content areas.	Academic Support Program	12/01/2015	05/31/2016	\$0	Teachers in grades 3-5 (intermediate teachers)
Standards-Based Mastery	Teachers will create learning targets based on aligned standards. These targets will be utilized to monitor student progress towards standards mastery. Students will test on standards. If they do not reach mastery, they will receive intervention strategies. Students will then be able to retest on the standard to determine mastery.	Policy and Process	08/01/2015	12/31/2016	\$0	All Eden Elementary Teachers
Special Education Support Services	Eden Elementary offers multiple levels of intervention support services for students with IEPs through the collaboration model that includes Content Teachers, Special Education Teachers, and Instructional Assistants. Students may also receive small group instruction in a resource room delivered by a certified Special Education Teacher to meet individual IEP goals, student needs, and Common Core Standards.	Academic Support Program	08/08/2014	12/21/2015	\$0	All Eden Elementary Regular Education Teachers; All Eden Special Education Teachers; Title I Staff

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Blue Zone Placement & Criteria Tier III-Reading	Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group known as Blue Zone. Tier III instruction for reading includes the use of Lexia Reading and Study Island as well as research-based strategies for reading. Student Blue Zone placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and the SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for the students in the Blue Zones. These groups (Blue Zones) have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions daily and are progress monitored weekly using easyCBM for reading fluency and reading comprehension.	Policy and Process	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young (Interventionist); and Regular Education Teachers
Small Group	The small-group, differentiated mathematics model enables teachers to focus on specific skills needed by varied groups of children. Teachers can plan using research-based strategies in beginning reading instruction and developmental models that recognize the stages through which beginning readers progress. Differentiated small-group instruction is done by matching instruction to meet the needs of learners.	Academic Support Program	08/01/2015	12/31/2016	\$0	All teachers and instructional assistants
Data Analysis to Guide Instruction	Data will be analyzed utilizing the Kentucky Department of Education protocol "Data Questions" to guide instructional decisions including student placement in Tier II and Tier III interventions, assessment strategy evaluation, needs-based instruction, and professional growth. Data is to be analyzed includes the following: MAP, K-PREP, K-PREP Scrimmages , and easyCBM progress monitoring. Data analysis occurs during PLC meetings, faculty meetings, SAT Team meetings, and teacher independent analysis completed timely as assessment data is reported.	Academic Support Program	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; All Eden Elementary teachers
PLC Schedule Time	All teachers will participate in Professional Learning Communities with membership by grade level families. The PLC teams have time set aside weekly in the master schedule for collaboration. Each PLC Team is responsible for maintaining a notebook that includes a weekly agenda, sign-in sheets, and the minutes of the meeting. School principal determines the membership and schedule for the PLCs.	Policy and Process	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; All Eden Elementary Teachers

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Parent Volunteer Program	Parents will be encouraged to volunteer during school hours. They will have to attend an orientation meeting as well as complete a background check.	Parent Involvement	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; and Family Resource Center
Gap Data Analysis	All teachers, along with administration, will analyze state student achievement data from the K-PREP by gap groups as it becomes available. This data will be utilized to direct and modify class instruction, determine special education collaboration needs, determine IEP needs, and assist in grouping students for intervention.	Policy and Process	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; Lora Hale, School Counselor; All Eden Teachers; and Mary Crace, Curriculum Coach
Rtl for Kindergarten	Kindergarten students will receive intervention if they do not meet benchmarks as determined through data analysis on the MAP testing or if they are identified through PLCs as being at-risk. These students will receive intervention from Daytime Waiver ESS and Title I as well as classroom assistants. The students will also receive regular progress monitoring, which is discussed during the SAT meeting. This data will also be utilized for early identification for the referral process.	Academic Support Program	09/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; Kindergarten Teachers and Assistants; Title I Staff; Student Assistance Team (SAT)
Positive Parent Contact Log	Teachers will make positive parent contacts within the first few weeks of school in order to develop a better, more positive relationship. The manner in which schools communicate and interact with parents affects the extent and quality of parents' home involvement with their children's learning. Teachers will maintain a log of these positive parent contacts. When communicating with parents, teachers will consider their remarks in relation to the three categories that influence how parents participate.	Parent Involvement	08/01/2015	05/31/2016	\$0	All classroom teachers; Jeremy Hall, Principal
Learning Targets	All teachers will post learning targets for daily assignments that are congruent with standards. Teachers will communicate these standards to students and review throughout the lesson.	Academic Support Program	08/01/2015	12/31/2016	\$0	All Eden Elementary Teachers

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School Website/Technology	<p>Eden Elementary will utilize the school website in order to publish various documents for parents to view and/or give feedback/input on such as the Consolidated School Improvement Plan. Parents will have the opportunity to review this document and then provide feedback on how to improve the CSIP. In addition, the website will contain other documents such as school policies, SBDM minutes and policies, newsletters, popular internet links that the school utilizes, and important announcements and upcoming events.</p> <p>Also, teachers will post newsletters and important announcements on social media such as Facebook class pages in order to better inform parents and provide another two-way communication means for parents to feel free to ask questions and clarify information or just to showcase students work and progress.</p>	Parent Involvement	08/01/2015	12/31/2016	\$0	Teachers;Jeremy Hall, Principal; and Justin Maynard, Technology
EasyCBM Analysis	Students who fall into the Tier II and Tier III categories will be progress monitored through easyCBM. This data guides further interventions and individual needs of those students.	Academic Support Program	08/01/2015	12/31/2016	\$0	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
Data Analysis to Guide Instruction	Data will be analyzed utilizing the Kentucky Department of Education protocol "Data Questions" to guide instructional decisions including student placement in Tier II and Tier III interventions (Blue Zones), assessment strategy evaluation, needs-based instruction, and professional growth. Data to be analyzed includes the following: MAP, K-PREP, K-PREP Scrimmages , AIMSweb progress monitoring, and easyCBM progress monitoring. Data analysis occurs during PLC meetings, faculty meetings, and teach independent analysis completed timely as assessment data is reported.	Academic Support Program	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; All Eden Elementary teachers
Multi-Tiered Instruction	All Eden students will receive instruction that is multi-tiered. Students will receive at least 50 minutes of Tier I (Core) instruction in reading and mathematics daily. They will receive 30 minutes at least three days a week of Tier II instruction (Rtl/enrichment) based on needs as analyzed by assessment data. Based on assessment data and individual student tracking, at-risk students will receive 30-60 minutes at least 4 days a week of Tier III instruction (intervention). Grouping is fluid and flexible based on analysis of data throughout the year.	Academic Support Program	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; Lora Hale, School Counselor; All Eden Elementary Regular Education Teachers and Special Education Teachers

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<p>Blue Zone Placement & Criteria Tier III-Math</p>	<p>Students scoring between the 1st and 10th percentile on MAP testing for reading will be identified as Tier III Rtl group and placed in an intervention group known as Blue Zone. Tier III instruction for math includes the use of Study Island as well as research-based strategies for math. Student Blue Zone placement will be determined each nine-weeks based on data analysis of math MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in an appropriate Blue Zone class for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations for next steps with the students in Blue Zones. These groups (Blue Zones) have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students receive interventions daily and are progress monitored weekly using easyCBM for math calculation.</p>	<p>Policy and Process</p>	<p>08/08/2014</p>	<p>12/21/2015</p>	<p>\$0</p>	<p>Willa Preston, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young (Interventionist); and Regular Education Teachers</p>
<p>EasyCBM Analysis</p>	<p>Students who fall into the Tier II and Tier III categories will be progress monitored through easyCBM. This data guides further interventions and individual needs of those students.</p>	<p>Academic Support Program</p>	<p>08/01/2015</p>	<p>12/31/2015</p>	<p>\$0</p>	<p>All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; Kelli Hager, Math Interventionist ; and Debbie Evans, Title I Coordinator</p>
<p>Student Voice Survey</p>	<p>Students will take a Student Voice Survey using computer technology in order to evaluate teacher performance, attitudes, and classroom environment. This will be conducted twice a year.</p>	<p>Other</p>	<p>08/07/2014</p>	<p>12/21/2015</p>	<p>\$0</p>	<p>Classroom Teachers</p>

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Blue Zone Placement and Criteria Tier II-Reading	Students scoring between the 11th and 25th percentile on MAP testing for reading will be identified as Tier II Rtl group and placed in an intervention group. Tier II instruction for reading includes the use of Lexia Reading, Reading Eggs, Moby Max, and Study Island as well as research-based strategies for reading. Student placement will be determined each nine-weeks based on data analysis of reading MAP scores, teacher input, and parent input. Students who have not met the set criteria will be placed in intervention groups for research-based intervention instruction. Those students who have met the set criteria/benchmarks will be placed in a class for research-based enrichment instruction. The criteria/benchmark will be determined through a process set forth by the school principal and SBDM Council for each nine week period based on student data analysis, progress monitoring, and teacher input. The SAT Team will analyze the data and make recommendations on next steps for these students. These groups have one teacher that utilizes small-group and one-on-one instruction to target individual student academic deficits and help those students improve academically. These students will receive interventions at least three times per week and are progress monitored at least every month using easyCBM for reading fluency and reading comprehension.	Policy and Process	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal; Lora L. Hale, School Counselor; Title I Staff (Debbie Evans, Coordinator); Students' Assistance Team (SAT); Phyllis Young & Rose Crum (Daytime Waiver ESS); and Regular Education Teachers
Daytime School Events	Parents will be invited through to attend school events. The school will work to provide this information about school events through multiple modes of communication.	Parent Involvement	08/01/2015	12/31/2016	\$0	Jeremy Hall, Principal
Attendance Counseling	Eden Principal, working in collaboration with Counselor and Attendance Clerk, will implement ideas to offer student incentives and develop policies to improve student attendance. Habitual student attendance issues will be addressed with School Counselor and Attendance Clerk.	Behavioral Support Program	08/01/2015	12/31/2016	\$0	Willa Preston, Principal; Lora Hale, School Counselor; Marlena Slone, FRC Coordinator and Linda Howell, Attendance Clerk
Grade Level Common Planning	Teachers will collaborate by meeting during a common planning time other than their designated PLC at least twice a month in order to communicate about student progress, lesson plans, instructional activities, and other grade level appropriate information. This activity will especially target the at-risk students that are in Tier II and Tier III interventions.	Academic Support Program	12/01/2015	05/31/2016	\$0	All teachers and instructional assistants

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Maintain a Data Room/Data Charts	A "Data Room" will be maintained to chart student progress on the MAP testing that occurs three times per school year (Fall, Winter, and Spring). This room will include posters that track every student in the school from Kindergarten through fifth grade based on the MAP assessment data. A system of color coding will be used to identify students who have met or not met goals for each assessment. These charts are utilized by all staff members to target students who are at-risk of failure including students who are in the non-duplicated gap group. The data charts are monitored and maintained as all new assessment data is analyzed throughout the year. Teachers also utilize the information during PLC meetings held in the data room.	Other	08/08/2014	12/21/2015	\$0	Willa Preston, Principal; Lora Hale, School Counselor; All Eden Elementary Teachers; and Mary Crace, Curriculum Coach
Program Review: World Language	Teachers will integrate activities/strategies in the content areas that give the students real world language experiences.	Academic Support Program	08/07/2014	12/18/2015	\$0	All Eden Elementary Regular Education Teachers; and World Language Program Review Committee
Classroom Walkthrough	A Classroom walkthrough observation instrument will be utilized to gather data on the effectiveness of classroom instruction and student engagement. The School Administrative Leadership Team will conduct a series of classroom walkthroughs. The School Administrative Leadership Team membership (assigned by the principal) includes but is not limited to the following: Principal, School Counselor, Mathematics Specialist, and Title I Coordinator. The data will be analyzed and reviewed by the Team. The information will be reviewed with teachers by the school principal and feedback given for areas needing improvement.	Policy and Process	08/01/2015	12/31/2016	\$0	Jeremy Hall, Preston, Principal; School Administrative Leadership Team (see listed membership)

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SAT Team Analysis	After each cycle of MAP testing, the SAT team will meet with teachers by grade level to analyze MAP data and easyCBM progress monitoring data and make recommendations on the next steps for the students. These next steps may include additional Rtl, referral for multidisciplinary evaluation, or retention.	Academic Support Program	09/01/2015	12/31/2016	\$0	All classroom teachers; special education teachers; Debbie Evans, Title I Coordinator; Kelli Hager, Math Interventionist ; Lora Hale, Counselor; Jeremy Hall, Principal; and Paul Baker, District Psychologist.
Title I	Students who are at the Tier II and Tier III are pulled for small group instruction daily.	Academic Support Program	09/01/2015	12/31/2016	\$0	All teachers; Jeremy Hall, Principal; Lora Hale, Counselor; and Debbie Evans, Title I Coordinator
PLC Purpose	The PLC teams will meet weekly to discuss student learning, analyze data/student work, and collaborate on instructional issues such as curriculum alignment, standards mastery, common formative/summative assessments, peer observations with feedback, and job-embedded professional development, etc.	Professional Learning	08/01/2015	12/31/2016	\$0	All Eden Elementary Teachers
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
BornLearning Academy	A monthly meeting will be held that provides parents a session on how to prepare their child to be successful at school while their child was involved in an educational age-appropriate activity.	Academic Support Program, Parent Involvement, Community Engagement	08/01/2015	12/31/2016	\$2800	Keily Thornsby and Andrea Davis (Teacher), Marlana Slone, and Teresa Donovan (Family Resource)

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<p>Program Review-Practical Living/Career Studies</p>	<p>Teachers will integrate research-based strategies in all grade levels to provide student instruction in practical living/career studies. Health curriculum will be implemented at all grade levels to increase student knowledge of personal wellness and positive health habits. A Health Fair will be held to showcase healthy habits by inviting guest speakers in the health field, production of projects, and inclusion of community-based services. In addition, a Career Day will be held to integrate career studies in order to help students gain awareness in becoming college and career ready. Teachers will also incorporate technology skills in order to meet the needs of the 21st century learner.</p>	<p>Academic Support Program</p>	<p>08/01/2015</p>	<p>12/31/2016</p>	<p>\$1000</p>	<p>All Eden Elementary Regular Education Teachers; PL/CS Program Review Committee</p>
<p>Program Review-Arts & Humanities</p>	<p>Teachers will utilize research-based strategies aligned with core content focusing on proficiency in the area of arts and humanities by incorporating activities including but not limited to concerts, field trips, guest speakers, projects, assemblies, adjudicated events, and dramatic productions. For the 2014-2015, fifth grade students will be offered the opportunity to participate in after-school band. These students will receive tutoring from high school band students.</p>	<p>Academic Support Program</p>	<p>08/01/2015</p>	<p>12/31/2016</p>	<p>\$1000</p>	<p>All Eden Elementary Teachers; Ramona Combs, Art & Music Teacher; Debbie Evans, Title I Coordinator; and Arts & Humanities Program Review Committee</p>
<p>Total</p>					<p>\$4800</p>	