

2016-17 Burlington Elementary School

CSIP

Burlington Elementary School

Boone County

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Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 57.3% Proficient/Distinguished in 2015 to 66.8% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$2000
2	Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 57.3% in 2015 to 66.8% in 2017.	Objectives: 1 Strategies: 3 Activities: 10	Organizational	\$13100
3	Increase the percent of Effective Teachers and Leaders	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
4	Novice Reduction	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0

Goal 1: Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 57.3% Proficient/Distinguished in 2015 to 66.8% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.

Status	Progress Notes	Created On	Created By
N/A	Staff continues to meet in PLCs and Advisory Team Meetings to monitor the progress of students in Reading and Math using classroom assessments and STAR.	September 24, 2014	Kim Gilbert

Measurable Objective 1:

demonstrate a proficiency of 62 Proficient/Distinguished by 06/01/2016 as measured by Overall Achievement Gap on KPREP.

Status	Progress Notes	Created On	Created By
Not Met	42.5% is what our school reached. We will continue as a staff to evaluate the effectiveness of assessments and interventions.	September 24, 2014	Kim Gilbert

Strategy 1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Status	Progress Notes	Created On	Created By
N/A	Advisory Team Meetings were held in February 2015 and May 2015 to check the effectiveness and implementation of interventions. Student groupings and interventions were adjusted based on the data analysis of progress monitoring.	May 26, 2015	Kim Gilbert
N/A	See Progress Notes for each activity.	September 24, 2014	Kim Gilbert

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Support the RtI/tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic). Students progress is to be monitored to ensure the implementation and effectiveness of such interventions. Continue to refine the use of a "Response to Intervention" model for intervening with struggling students.	Academic Support Program	02/01/2012	06/30/2017	\$0	No Funding Required	Principal/Asst. Principal; Instructional Coach; Classroom/Sp Special Ed Teachers
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Status	Progress Notes	Created On	Created By
In Progress	This activity is always IN PROGRESS. Teachers continue to progress monitor and refine instruction for Gap Students throughout the year.	September 24, 2014	Kim Gilbert
In Progress	Bi-weekly STAR Progress Monitoring Advisory Team Meetings (ATMs) - Aug. 2013, Nov. 2013, Jan./Feb. 2014	March 25, 2014	Kim Gilbert

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2017	\$0	State Funds	Principal/Asst. Principal; Instructional Coach; Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers participated in Grade Level PLCs at least once a month that focused on data analysis. Data was posted for each student in each grade level and teachers utilized the data to drive small group instruction during ELA, Math and RTI.	May 26, 2015	Kim Gilbert
In Progress	Staff continues to use and refine the Data Team process during ATMs and PLCs. The administrative team supports the staff by being active participants in the Data Teams process during PLCs and ATMs.	September 24, 2014	Kim Gilbert
In Progress	ATM's Goal Setting Session - Jan./Feb. 2014	March 25, 2014	Kim Gilbert

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Family Resource Center Coordinator, Title I teacher, and a committee of classroom teachers will develop and implement evening activities to assist parents in understanding their children's elementary academic expectations (Preschool - 5th grade).	Parent Involvement	02/01/2013	06/30/2017	\$0	Other	FRC Coordinator; Title I Teacher; Teacher Committee
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Status	Progress Notes	Created On	Created By
In Progress	Spring Family Reading night was held March 17, 2015. Families were provided resources and direction for reading at home with their child. Title I sponsored the "20 for 20 School Wide Reading Challenge". Students were challenged to read 20 minutes with a family member for 20 days. Title I provided preschool to kindergarten readiness kits for all incoming kindergarteners who attended the Boone Co. Preschool program. Parents attended an informational session on how to utilize the materials that were given. A 3 day Kindergarten Camp will be hosted in June that is sponsored by the FRC and 4C for Children. This is free to all incoming kindergarteners.	May 26, 2015	Kim Gilbert
In Progress	Fall and Spring Reading Nights were held. Parent packets were distributed at Kindergarten Registration with resources to support parents and their children with school readiness.	May 07, 2015	Kim Gilbert
In Progress	Fall Curriculum Night was completed on August 28th, 2014. Title I and RTI staff participate in Parent Teacher Conferences. A Spring Family Reading Night is scheduled for March 17, 2015. Title 1 provided each student with a book for Summer Reading.	September 24, 2014	Kim Gilbert
Completed	Curriculum Night - August 29, 2013 Family Reading Night - March 18, 2014	March 25, 2014	Kim Gilbert

Activity - Closing Achievement Gap	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a Poverty Study to identify needs, strategies and supports for students in gap group populations.	Professional Learning	01/04/2016	06/30/2017	\$0	General Fund	Principal/Asst. Principal Instructional Coach FRC Coordinator Title I Teacher

Status	Progress Notes	Created On	Created By
In Progress	The school has adopted the district recommended Core Reading Program that is researched based and includes differentiation and interventions that address the needs of students in the achievement gap.	May 26, 2015	Kim Gilbert

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In Progress	Staff reviewed KPREP and STAR data. The analyzed data showed students lacked basic phonics skills. Special Education Resource Teachers were provided Orton Gillingham training to address these needs.	September 24, 2014	Kim Gilbert
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Activity - ASSESSMENT - STAR and COMPASS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support of the utilization of STAR Reading, STAR Early Literacy, STAR Math and COMPASS as a tool to enhance student learning (through the learning paths created through STAR assessments for COMPASS), teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	12/01/2014	06/30/2017	\$0	Other	Principal/Asst. Principal; Instructional Coach Teachers

Status	Progress Notes	Created On	Created By
In Progress	STAR Reading, STAR Math and STAR Early Literacy were administered 3 times (Fall, Winter, Spring) during the 2014-15 school year to all students kindergarten - 5th grades. Students identified in RTI were progress monitored in Reading and/or Math were tested using STAR every other week.	May 26, 2015	Kim Gilbert
In Progress	Staff and Administration utilize CIITS for TPGES. We have a staff CIITS support person who provides PD and individualized support for teachers.	September 24, 2014	Kim Gilbert
In Progress	Staff Training - August 28, 2013 TPGES Pilot Teachers are utilizing CIITS for observation documentation.	March 25, 2014	Kim Gilbert

Activity - Assessment; Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$2000	School Council Funds, Title I Part A	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers

Status	Progress Notes	Created On	Created By
In Progress	School wide learning checks were held: ELA - March 10, 2015 Math - February 25, 2015 Writing - January 27, 2015 During PLCs, teachers analyzed and reviewed the assessments in order to provide personalized instruction for under performing students.	May 26, 2015	Kim Gilbert

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In Progress	Every grade level has 1 PLC a month to work on Unit Development Planning and Assessment Planning.	September 24, 2014	Kim Gilbert
In Progress	Common Assessments Administered - Sept. 2013, Nov. 2013, Jan. 2014 PLC's (to discuss Common Assessment Data) Sept. 2013, Nov. 2013, Feb. 2014 Eagle Time (R.T.I. block) - focused on flexible grouping during ATMs	March 25, 2014	Kim Gilbert

Activity - Data Analysis; PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR (Student Teacher Assistance Referral) Team will use Infinite Campus data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze behavior data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	Other	PBIS Committee Principal/Asst. Principal

Status	Progress Notes	Created On	Created By
In Progress	PBIS committee continues to meet to review discipline data. The STAR team meets bi-weekly (which includes counselor, administrator and teachers) to analyze data and provide teacher support. SWIS data is shared with the entire staff on a monthly basis.	May 26, 2015	Kim Gilbert
In Progress	PBIS committee continues to meet to review discipline data. The STAR team meets bi-weekly (which includes counselor, administrator and teachers) to analyze data and provide teacher support.	September 24, 2014	Kim Gilbert
In Progress	PBIS Committee Meets once a month; STAR Team (Tier 2 and Tier 3) meets bi-weekly.	March 25, 2014	Kim Gilbert

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continued training and support/monitoring of implementation of school-wide PBIS. Establish a schedule for re-teaching procedures (clip charts, utilizing Power Point lessons) after long weekends and holiday breaks.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	Principal/Asst. Principal; PBIS Committee

Status	Progress Notes	Created On	Created By
In Progress	PBIS Committee Meets once a month; STAR Team (Tier 2 and Tier 3) meets bi-weekly. Procedures were re-taught after Winter Break and after extended Snow Days.	May 26, 2015	Kim Gilbert
In Progress	Staff members received training on Opening Day (August 12, 2014). PBIS Committee members participated in Sustainability Training (July, 2014) District Behavior Support provided training on classroom management strategies and Tier 1 behavior strategies during Staff Meeting Roundables.	September 24, 2014	Kim Gilbert
In Progress	PBIS Committee Meets once a month; STAR Team (Tier 2 and Tier 3) meets bi-weekly.	March 25, 2014	Kim Gilbert

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Activity - Research Based Instruction - Special Ed.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will utilize a research based instructional program for teaching reading and math to the students on their caseload.	Academic Support Program	02/01/2013	06/30/2017	\$0	Other	Principal; Special Education Staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers are utilizing Orton Gillingham, Number Worlds, MaRTI Math Strategies and Do the Math with students on their caseloads.	May 26, 2015	Kim Gilbert
In Progress	Special Education teachers are utilizing Orton Gillingham and Reading Mastery and implementing MaRTI strategies for math.	September 24, 2014	Kim Gilbert
In Progress	Orton Gillingham strategies	March 25, 2014	Kim Gilbert

Strategy 2:

Attracting High Quality, Highly Qualified Teachers - Attracting High Quality, Highly Qualified Teachers

Category: Human Capital Management

Research Cited: Dispositions Training

Status	Progress Notes	Created On	Created By
N/A	The SBDM Council collaborated with Human Resources in Dispositional Hiring Training.	September 24, 2014	Kim Gilbert

Activity - Attracting High Quality, Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Burlington Elementary SBDM Council will participate in Dispositional Hiring Training provided by the Human Resources Department to ensure the hiring of high quality and highly qualified applicants.	Recruitment and Retention	07/01/2013	06/30/2017	\$0	No Funding Required	Principal SBDM Council Members

Status	Progress Notes	Created On	Created By
Completed	The 2013-14 SBDM Council completed Dispositional Hiring Training. The 2014-15 SBDM Council will complete Dispositional Hiring Training in February.	September 24, 2014	Kim Gilbert

Goal 2: Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 57.3% in 2015 to 66.8% in 2017.

Measurable Objective 1:

demonstrate a proficiency of 66.8% Proficient/Distinguished in Reading and Math on KPREP by 06/01/2017 as measured by overall Proficient/Distinguished on KPREP.

Strategy 1:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category: Integrated Methods for Learning

Activity - Academic Support Program - INTERVENTIONS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I program will continue to refine the use of reading and math instructional strategies or programs that are research based for use as a Tier II and Tier III intervention by certified staff.	Academic Support Program	02/01/2013	06/30/2017	\$0	Title I Part A	Principal; Title I Staff

Status	Progress Notes	Created On	Created By
In Progress	Orton Gillingham was added Marzano 41 strategies REWARDS program (multi-syllabic program) MaRTI intervention strategies The district approved ELA series has been adopted and all classroom teachers and interventionists will be trained in Benchmark on June 1st.	May 26, 2015	Kim Gilbert
In Progress	Orton Gillingham was added Marzano 41 strategies REWARDS program (multi-syllabic program) MaRTI intervention strategies	March 25, 2014	Kim Gilbert

Activity - Literacy Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Develop a primary and intermediate literacy block structure utilizing research-based best practices to instruct students at grade level and at their individual learning levels.	Academic Support Program	02/01/2013	06/30/2017	\$0	No Funding Required	Curriculum and Instruction Committee; Principal/Asst. Principal
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Status	Progress Notes	Created On	Created By
In Progress	The district approved ELA series (Benchmark) lends itself to the Literacy Studio / Daily 5 Classroom Workshop model.	May 26, 2015	Kim Gilbert
In Progress	Daily 5	March 25, 2014	Kim Gilbert

Activity - Progress Monitoring - Special Ed.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special education teachers will continue to utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2017	\$0	Other	Special Education Staff; Principal

Status	Progress Notes	Created On	Created By
In Progress	Teachers utilized STAR data to progress monitor.	May 26, 2015	Kim Gilbert

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$6900	School Council Funds, Title I Part A	Principal/Asst. Principal; Instructional Coach

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Status	Progress Notes	Created On	Created By
In Progress	Teachers have participated in the following professional learning opportunities: TPGES and Goal Setting/Implementation Vertical Planning for Math and EIA Monthly Staff Roundtables	May 26, 2015	Kim Gilbert
In Progress	Various BES Staff Members have participated in the following professional learning opportunities: TPGES Peer Observations Staff Meetings (Dec. 2013, Jan. 2014, Feb. 2014, March 2014) MaRTI Make-It / Take-It Instructional Coach models lessons PLC's - Student Feedback Literacy Studio Writing Diagnostic	March 25, 2014	Kim Gilbert

Activity - Professional Learning - SCIENCE STANDARDS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, CINSAM and other professional organizations at various grades and transition points for successful implementation and incorporation of STEM principles. The school will participate in Science Leadership Framework in the development of a district-wide Scope and Sequence as well as exemplar units.	Professional Learning	02/01/2013	06/30/2017	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Teacher representative on District Advisory Science Team Primary and Intermediate representatives on District Science Leadership Team STEM Lab Facilitator

Status	Progress Notes	Created On	Created By
In Progress	Primary and Intermediate Fishbowl STEM Coordinator, Title I teacher and Technology Teacher attended KYSTE Teacher Leader attended the Science Leadership Framework Meetings Fishbowl participants are facilitating June 2nd Professional Development to staff Science Framework participants shared the district Science Timelines with staff	May 26, 2015	Kim Gilbert

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In Progress	STEM Coordinator attended KYSTE Primary Fishbowl Science Leadership Framework	March 25, 2014	Kim Gilbert
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Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS (including Science and Social Studies timelines), Quality Core and College Readiness Standards and secure SBDM support through embedded differentiated Professional Development. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1) analyze and evaluate thinking with multiple points of view to improve thinking, 2) identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought, 3) work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Academic Support Program	02/01/2013	06/30/2017	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff Understanding By Design Pilot Team (grade level representatives)

Status	Progress Notes	Created On	Created By
In Progress	Teacher Leaders participated in the Math Advisory Team and ELA Selection committee to analyze KCAS and recommend a program. The Science Leadership team created units aligned to the NGSS standards. The 2nd grade team participated in UBD (Understanding by Design) training during the 2014-15 school year. They used their training to design 2 real-world modules (science and social studies).	May 26, 2015	Kim Gilbert
In Progress	Primary Fishbowl Staff Meeting (Round Table Sessions) STEM (21st Century Skills)	March 25, 2014	Kim Gilbert

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in PLCs focusing on Problems of Practice that will lead to improvement of instruction. Continue to expand the use of teacher teams i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, 21st Century Skills, etc. to drive instructional decisions and to enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning	02/01/2013	06/30/2017	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff

Status	Progress Notes	Created On	Created By
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In Progress	Vertical planning Monthly Roundtables Data Teams - 4 times during 2014-15 school year PLCs - 4 times a month. Focusing on student achievement, curriculum and assessment, Student Growth Goals, Professional Growth Plans and Program Review.	May 26, 2015	Kim Gilbert
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Strategy 2:

Program Review - Program Review

Category: Continuous Improvement

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are reviewed, feedback is given throughout the process, and improvements are made in the implementation of primary, writing, vocational/career studies and arts and humanities a minimum of once per quarter.	Academic Support Program	07/01/2013	06/30/2017	\$5400	School Council Funds	Principal; Assistant Principal; Instructional Coach; Program Review Lead Teachers

Status	Progress Notes	Created On	Created By
In Progress	Teachers met on May 19th to identify Next Steps in each Program Review area - Writing, Arts & Humanities, Practical Living / Vocational Studies, K through 3 Program and World Language.	May 26, 2015	Kim Gilbert
In Progress	Program Review Lead Meetings Program Review Round Tables (Staff Meeting) PLCs - identified gaps and next steps	March 25, 2014	Kim Gilbert

Strategy 3:

School Readiness - School Readiness

Category: Early Learning

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for K students.	Academic Support Program	07/01/2013	06/30/2017	\$0	No Funding Required	Principal; Assistant Principal; Instructional Coach; Kindergarten Teachers
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Status	Progress Notes	Created On	Created By
In Progress	August 2014 - Administered Brigance November 2014 Parent/Teacher conferences - provided handouts and activities to parents	May 26, 2015	Kim Gilbert
In Progress	August 2013 - Administered Brigance Parent/Teacher conferences - provided handouts and activities to parents	March 25, 2014	Kim Gilbert

Activity - Kindergarten Transition Meetings / Vertical Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Preschool and Kindergarten Teachers will participate in transition meetings for students leaving the preschool program and entering kindergarten. Preschool and Kindergarten Teachers will participate in vertical planning (ELA and Math) to align curriculum to decrease gaps.	Academic Support Program	12/01/2014	06/30/2017	\$800	School Council Funds	Principal Instructional Coach Preschool Teachers Kindergarten Teachers

Status	Progress Notes	Created On	Created By
In Progress	Vertical Planning was held December 15, 2014	May 26, 2015	Kim Gilbert

Goal 3: Increase the percent of Effective Teachers and Leaders

Measurable Objective 1:

demonstrate a proficiency of effective teachers and leaders by 06/30/2017 as measured by the teacher and principal evaluation system.

Strategy 1:

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PGES Implementation - Implementation

Category: Teacher PGES

Research Cited: MET (Measures of Effective Teaching) Project

Status	Progress Notes	Created On	Created By
N/A	June 2013 - the principal and assistant principal was certified through Teachscape. September - December 2013 - TPGES Pilot Teachers, Assistant Principal, Instructional Coaches and Principal have been trained in Self-Reflection, Goal-Setting, Observation and Conferencing.	November 26, 2013	Kim Gilbert

Activity - TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Burlington Elementary School certified staff will participate in the TPGES that meets KDE minimum requirements. The Pilot Team from 2013-14 school year will assist in implementation. TPGES support will be embedded in PLC meetings.	Professional Learning	06/01/2013	06/30/2017	\$0	Title II Part A	Principal Assistant Principal Instructional Staff

Status	Progress Notes	Created On	Created By
In Progress	At monthly PLCs, teachers met with instructional coach to complete SGGs, PGP, and administer the Student Voice Survey.	May 26, 2015	Kim Gilbert
In Progress	TPGES team meets monthly. TPGES Pilot Team participated in district level training in Sept. 2013 and Jan. 2014.	March 25, 2014	Kim Gilbert

Activity - PPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Burlington Elementary School principal and assistant principal will be certified by Teachscape and will implement TPGES with certified staff.	Professional Learning	08/01/2014	06/01/2017	\$0	No Funding Required	Principal Assistant Principal

Strategy 2:

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category: Teacher PGES

Research Cited: The MET (Measures of Effective Teaching) Project

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Activity - Improving Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Burlington Elementary School will build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2013	06/30/2017	\$0	Title II Part A	Principal Assistant Principal Instructional Coach All Certified Staff

Status	Progress Notes	Created On	Created By
In Progress	Teachers met in Grade Level Teams to complete Self Reflections and Student Growth Goals. Teachers met with Administrators in May 2015 to discuss results of Student Growth Goals.	May 26, 2015	Kim Gilbert
In Progress	Teachers are meeting in Grade Level Teams to complete Self Reflections.	March 25, 2014	Kim Gilbert

Strategy 3:

Full Implementation of TPGES - Full Implementation of TPGES

Category: Teacher PGES

Research Cited: The MET Project

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Burlington Elementary Staff will follow the recommended timeline for Self-Reflections, Professional Growth Plans, Student Growth Goals, Peer Observations and Student Voice Surveys provided by BCEA and Boone County School District.	Professional Learning	08/01/2013	06/30/2017	\$0	No Funding Required	Principal Assistant Principal Instructional Coach Certified Staff

Status	Progress Notes	Created On	Created By
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In Progress	Completed activities - Introduction to TPGES / Danielson Framework Domain 2 Self Reflection Domain 3 Self Reflection	March 25, 2014	Kim Gilbert
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Goal 4: Novice Reduction

Measurable Objective 1:

3% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will increase student growth through the reduction of novice in Reading by 06/01/2016 as measured by overall novice scores in KPREP.

Strategy 1:

Instructional Strategies for Reading Skills - Extended School Services will be offered 3 mornings and/or 2 afternoons each week - September through April.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Headsprout, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Grant Funds	Principal; Asst. Principal Instructional Coach ESS Building Coordinator Teachers

Activity - Novice Reduction Monitoring - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	06/01/2017	\$0	No Funding Required	Principal; Asst. Principal RTI Staff Teachers

Strategy 2:

Instructional Strategies for Math Skills - Extended School Services will be offered 3 mornings and/or 2 afternoons each week - September through April.

Category: Continuous Improvement

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in extended school services will receive direct instruction along with online support through programs such as: IXL, Moby Max, Compass Odyssey, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Grant Funds	Principal; Asst. Principal ESS Building Coordinator Teachers

Activity - Novice Reduction Monitoring - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students that perform at the Novice level in math will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Academic Support Program	01/01/2016	06/01/2017	\$0	No Funding Required	Principal; Asst. Principal Instructional Coach RTI Staff Teachers

Strategy 3:

Professional Development - Professional Development will provide staff with the instructional skills and strategies necessary to be effective teachers in the reduction of students scoring novice in reading and math.

Category: Professional Learning & Support

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Learning Opportunities (P.D.s and PLCs) will be provided that help building leaders, teachers and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are used in the Education Neuroscience research.	Professional Learning	01/01/2016	06/01/2017	\$0	School Council Funds	Principal; Asst. Principal Instructional Coach FRC Coordinator Title I Teacher Teachers
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Closing Achievement Gap	Staff will participate in a Poverty Study to identify needs, strategies and supports for students in gap group populations.	Professional Learning	01/04/2016	06/30/2017	\$0	Principal/Asst. Principal Instructional Coach FRC Coordinator Title I Teacher
Total					\$0	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students in extended school services will receive direct instruction along with online support through programs such as: IXL, Moby Max, Compass Odyssey, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal ESS Building Coordinator Teachers
Extended School Services	Students identified as performing at the novice level in reading will receive an offer of extended school services that would include direct instruction with the Benchmark Literacy program along with online support through programs such as: Compass Odyssey, Fast ForWord, Reading Assistant, Moby Max, Headsprout, etc.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal Instructional Coach ESS Building Coordinator Teachers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Novice Reduction Monitoring - Math	Students that perform at the Novice level in math will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Academic Support Program	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal Instructional Coach RTI Staff Teachers
Scaling the Work	Burlington Elementary Staff will follow the recommended timeline for Self-Reflections, Professional Growth Plans, Student Growth Goals, Peer Observations and Student Voice Surveys provided by BCEA and Boone County School District.	Professional Learning	08/01/2013	06/30/2017	\$0	Principal Assistant Principal Instructional Coach Certified Staff
School Readiness and Brigance	Continue to refine, implement and support the required implementation of Brigance Kindergarten Readiness Screener to all incoming Kindergarten students. Analyze data from the screener to create and monitor a learning plan for next steps of instruction for K students.	Academic Support Program	07/01/2013	06/30/2017	\$0	Principal; Assistant Principal; Instructional Coach; Kindergarten Teachers
PPGES	The Burlington Elementary School principal and assistant principal will be certified by Teachscape and will implement TPGES with certified staff.	Professional Learning	08/01/2014	06/01/2017	\$0	Principal Assistant Principal
PBIS	Continued training and support/monitoring of implementation of school-wide PBIS. Establish a schedule for re-teaching procedures (clip charts, utilizing Power Point lessons) after long weekends and holiday breaks.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; PBIS Committee
Novice Reduction Monitoring - Reading	Students that perform at the Novice level in reading will be monitored by the classroom teacher along with any additional support staff needed. Teacher will review the progress with the student bi-weekly and set goals for improvement with the students.	Other - Progress Monitoring	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal RTI Staff Teachers
Attracting High Quality, Highly Qualified Teachers	The Burlington Elementary SBDM Council will participate in Dispositional Hiring Training provided by the Human Resources Department to ensure the hiring of high quality and highly qualified applicants.	Recruitment and Retention	07/01/2013	06/30/2017	\$0	Principal SBDM Council Members
Personalization & Progress Monitoring	Support the RtI/tiered intervention process at all grade levels for targeted students included in subpopulations (LEP, disabilities, F/RL, African-American, Hispanic). Students progress is to be monitored to ensure the implementation and effectiveness of such interventions. Continue to refine the use of a "Response to Intervention" model for intervening with struggling students.	Academic Support Program	02/01/2012	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Classroom/Special Ed Teachers
Literacy Block	Develop a primary and intermediate literacy block structure utilizing research-based best practices to instruct students at grade level and at their individual learning levels.	Academic Support Program	02/01/2013	06/30/2017	\$0	Curriculum and Instruction Committee; Principal/Asst. Principal
Total					\$0	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring - Special Ed.	Special education teachers will continue to utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2017	\$0	Special Education Staff; Principal
Research Based Instruction - Special Ed.	Special Education Teachers will utilize a research based instructional program for teaching reading and math to the students on their caseload.	Academic Support Program	02/01/2013	06/30/2017	\$0	Principal; Special Education Staff
Data Analysis; PBIS	The STAR (Student Teacher Assistance Referral) Team will use Infinite Campus data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze behavior data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2017	\$0	PBIS Committee Principal/Asst. Principal
Parent Involvement	Family Resource Center Coordinator, Title I teacher, and a committee of classroom teachers will develop and implement evening activities to assist parents in understanding their children's elementary academic expectations (Preschool - 5th grade).	Parent Involvement	02/01/2013	06/30/2017	\$0	FRC Coordinator; Title I Teacher; Teacher Committee
ASSESSMENT - STAR and COMPASS	Support of the utilization of STAR Reading, STAR Early Literacy, STAR Math and COMPASS as a tool to enhance student learning (through the learning paths created through STAR assessments for COMPASS), teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	12/01/2014	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach Teachers
Total					\$0	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Process for Program Review	Continue to support and enhance a process for program reviews where results of all program reviews are reviewed, rationales are reviewed, feedback is given throughout the process, and improvements are made in the implementation of primary, writing, vocational/career studies and arts and humanities a minimum of once per quarter.	Academic Support Program	07/01/2013	06/30/2017	\$5400	Principal; Assistant Principal; Instructional Coach; Program Review Lead Teachers

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Students in Poverty	Professional Learning Opportunities (P.D.s and PLCs) will be provided that help building leaders, teachers and staff to identify the unique learning and social-emotional needs of students and families of poverty. Conduct a poverty book study focused on the work and research of Eric Jensen. Include strategies that are used in the Education Neuroscience research.	Professional Learning	01/01/2016	06/01/2017	\$0	Principal; Asst. Principal Instructional Coach FRC Coordinator Title I Teacher Teachers
Kindergarten Transition Meetings / Vertical Planning	Preschool and Kindergarten Teachers will participate in transition meetings for students leaving the preschool program and entering kindergarten. Preschool and Kindergarten Teachers will participate in vertical planning (ELA and Math) to align curriculum to decrease gaps.	Academic Support Program	12/01/2014	06/30/2017	\$800	Principal Instructional Coach Preschool Teachers Kindergarten Teachers
Professional Learning Communities	Teachers will participate in PLCs focusing on Problems of Practice that will lead to improvement of instruction. Continue to expand the use of teacher teams i.e. PLCs, Data Teams, Vertical/Horizontal- Planning teams, 21st Century Skills, etc. to drive instructional decisions and to enrich instructional practice. (30-60-90 Day Plans, data analysis, assessment for and of learning)	Professional Learning	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Instructional Staff
Professional Learning - SCIENCE STANDARDS	Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU, CINSAM and other professional organizations at various grades and transition points for successful implementation and incorporation of STEM principles. The school will participate in Science Leadership Framework in the development of a district-wide Scope and Sequence as well as exemplar units.	Professional Learning	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Teacher representative on District Advisory Science Team Primary and Intermediate representative s on District Science Leadership Team STEM Lab Facilitator

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Professional Development	Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$4400	Principal/Asst. Principal; Instructional Coach
Curriculum and Assessment Alignment	Continue the development and refinement, as well as implementation, of district curriculum, maps, and standards-based units of instruction aligned to KCAS (including Science and Social Studies timelines), Quality Core and College Readiness Standards and secure SBDM support through embedded differentiated Professional Development. Include in the planning and instructional process a clear focus on 21st century skills to include purposeful opportunities for students to: 1) analyze and evaluate thinking with multiple points of view to improve thinking, 2) identify real world problems and research/investigate possible solutions using flexibility, originality, elaboration, and fluency of thought, 3) work collaboratively with peers and teachers to become responsible, creative, independent lifelong learners.	Academic Support Program	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Instructional Staff Understanding By Design Pilot Team (grade level representatives)
Assessment; Data Analysis	Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$1000	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers
Total					\$11600	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Improving Teacher Effectiveness	Burlington Elementary School will build teacher capacity in the four domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2013	06/30/2017	\$0	Principal Assistant Principal Instructional Coach All Certified Staff
TPGES	Burlington Elementary School certified staff will participate in the TPGES that meets KDE minimum requirements. The Pilot Team from 2013-14 school year will assist in implementation. TPGES support will be embedded in PLC meetings.	Professional Learning	06/01/2013	06/30/2017	\$0	Principal Assistant Principal Instructional Staff
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Provide modeling, embedded PD, training, and support on: 1) embedded Marzano strategies, 2) embedded 21st Century Skills to include intentional instruction in critical and creative thinking skills, collaboration strategies, and written, spoken communication skills, 3) differentiation of instruction within units, 4) enhance teachers content knowledge especially in the areas of literacy and numeracy, 5) enhance teachers content knowledge in other content areas to include Writing, Science and Social Studies for compatibility with pending new focuses in writing and new content standards (ex. 6+1 Traits of Writing, STEM), 6) formative/summative assessment to assure the strategies are embedded in instruction, 7) feedback, 8) data analysis, 9) interventions, 10) meeting the needs of ELL students, 11) recognize and respond to academic and nonacademic barriers to learning.	Professional Learning	02/01/2013	06/30/2017	\$2500	Principal/Asst. Principal; Instructional Coach
Assessment; Data Analysis	Use results of interim, pre, formative, and common assessments including constructed response, to plan for personalized instruction for students who have not achieved content mastery and for underperforming students. Personalization requires collaboration among teachers to flexibly group based on student needs and bi-monthly assessments to monitor progress. Students will participate in school-wide learning checks including common assessments for improvement of instruction. During PLCs, teachers will review and revise Unit Plans by grade level, create formative assessments and review/analyze results.	Academic Support Program	02/01/2013	06/30/2017	\$1000	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers

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Academic Support Program - INTERVENTIONS	Title I program will continue to refine the use of reading and math instructional strategies or programs that are research based for use as a Tier II and Tier III intervention by certified staff.	Academic Support Program	02/01/2013	06/30/2017	\$0	Principal; Title I Staff
Total					\$3500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2017	\$0	Principal/Asst. Principal; Instructional Coach; Teachers
Total					\$0	