



Phase II - KDE Compliance and Accountability - Schools

Burlington Elementary School

Boone County

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DRAFT

Introduction

The process of Improvement Planning in Kentucky is used as the means of determining how schools and districts will plan to ensure that students reach proficiency and beyond by 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

Your school's plans for improvement must be based on careful and honest analysis of data, address all content areas, and clearly address gaps in student achievement.

DRAFT

Planning and Accountability Requirements

The school has identified specific strategies to address areas for improvement identified in the TELLKY Survey results.

Goal 1:

Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 53.9% Proficient/Distinguished in 2016 to 71.5% Proficient/Distinguished in 2018 as measured by Burlington Elementary School achievement data.

Measurable Objective 1:

demonstrate a proficiency of 66.8 Proficient/Distinguished by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Goal 2:

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 06/30/2017 as measured by overall novice scores in KPREP.

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Strategy1:

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

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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

Goal 1:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.9% in 2016 to 71.5% in 2018.

Measurable Objective 1:

demonstrate a proficiency of 71.5% Proficient/Distinguished in Reading and Math on KPREP by 06/30/2018 as measured by overall Proficient/Distinguished on KPREP.

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Strategy1:

School Readiness - School Readiness

Category: Early Learning

Research Cited:

Activity - Kindergarten Transition Meetings / Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Strategy2:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	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 K-3, writing, Practical Living/Career Studies, Global Competencies World Languages and Visual and Performing Arts 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

Strategy3:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category: Integrated Methods for Learning

Research Cited:

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Burlington Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$4400 - School Council Funds \$2500 - Title I Part A	Principal/Asst. Principal; Instructional Coach

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	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)

Activity - Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Academic Support Program - INTERVENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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Activity - Progress Monitoring - Special Ed.	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Professional Learning - SCIENCE STANDARDS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

Goal 1:

Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 53.9% Proficient/Distinguished in 2016 to 71.5% Proficient/Distinguished in 2018 as measured by Burlington Elementary School achievement data.

Measurable Objective 1:

demonstrate a proficiency of 66.8 Proficient/Distinguished by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Research Cited:

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Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Goal 2:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.9% in 2016 to 71.5% in 2018.

Measurable Objective 1:

demonstrate a proficiency of 71.5% Proficient/Distinguished in Reading and Math on KPREP by 06/30/2018 as measured by overall Proficient/Distinguished on KPREP.

Strategy1:

School Readiness - School Readiness

Category: Early Learning

Research Cited:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Kindergarten Transition Meetings / Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 3:

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,

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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 06/30/2017 as measured by overall novice scores in KPREP.

Strategy1:

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

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Strategy3:

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

Research Cited:

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Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

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

Goal 1:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.9% in 2016 to 71.5% in 2018.

Measurable Objective 1:

demonstrate a proficiency of 71.5% Proficient/Distinguished in Reading and Math on KPREP by 06/30/2018 as measured by overall Proficient/Distinguished on KPREP.

Strategy1:

School Readiness - School Readiness

Category: Early Learning

Research Cited:

Activity - School Readiness and Brigrance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to refine, implement and support the required implementation of Brigrance 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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Activity - Kindergarten Transition Meetings / Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

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 06/30/2017 as measured by overall novice scores in KPREP.

Strategy1:

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

Research Cited:

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

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

Goal 1:

Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 53.9%

Proficient/Distinguished in 2016 to 71.5% Proficient/Distinguished in 2018 as measured by Burlington Elementary School achievement data.

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Measurable Objective 1:

demonstrate a proficiency of 66.8 Proficient/Distinguished by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy1:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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/Special Ed Teachers

Activity - ASSESSMENT - STAR and COMPASS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.9% in 2016 to 71.5% in 2018.

Measurable Objective 1:

demonstrate a proficiency of 71.5% Proficient/Distinguished in Reading and Math on KPREP by 06/30/2018 as measured by overall Proficient/Distinguished on KPREP.

Strategy1:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category: Integrated Methods for Learning

Research Cited:

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Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$2500 - Title I Part A \$4400 - School Council Funds	Principal/Asst. Principal; Instructional Coach

Activity - Literacy Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Academic Support Program - INTERVENTIONS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Curriculum and Assessment Alignment	Activity Type	Begin Date	End Date	Funding Amount & Source	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)

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Activity - Progress Monitoring - Special Ed.	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Professional Learning - SCIENCE STANDARDS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	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 K-3, writing, Practical Living/Career Studies, Global Competencies World Languages and Visual and Performing Arts 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

Strategy3:

School Readiness - School Readiness

Category: Early Learning

Research Cited:

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Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Kindergarten Transition Meetings / Vertical Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 3:

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 06/30/2017 as measured by overall novice scores in KPREP.

Strategy1:

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

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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Activity - Novice Reduction Monitoring - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	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	Funding Amount & Source	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

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 53.9% Proficient/Distinguished in 2016 to 71.5% Proficient/Distinguished in 2018 as measured by Burlington Elementary School achievement data.

Measurable Objective 1:

demonstrate a proficiency of 66.8 Proficient/Distinguished by 06/30/2017 as measured by Overall Achievement Gap on KPREP.

Strategy1:

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

Category: Human Capital Management

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Burlington Elementary School

Research Cited: Dispositions Training

Activity - Attracting High Quality, Highly Qualified Teachers	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category: Continuous Improvement

Research Cited:

Activity - PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Assessment; Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	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	\$1000 - School Council Funds \$1000 - Title I Part A	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers

Phase II - KDE Compliance and Accountability - Schools

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Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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/Special Ed Teachers

Activity - ASSESSMENT - STAR and COMPASS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Activity - Data Analysis; PBIS	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Research Based Instruction - Special Ed.	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Activity - Closing Achievement Gap	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Goal 2:

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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 06/30/2017 as measured by overall novice scores in KPREP.

Strategy1:

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

Research Cited:

Activity - Novice Reduction Monitoring - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	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

Strategy2:

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

Research Cited:

Activity - Students in Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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

Strategy3:

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

Research Cited:

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Activity - Novice Reduction Monitoring - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	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

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.9% in 2016 to 71.5% in 2018.

Measurable Objective 1:

demonstrate a proficiency of 71.5% Proficient/Distinguished in Reading and Math on KPREP by 06/30/2018 as measured by overall Proficient/Distinguished on KPREP.

Strategy1:

Program Review - Program Review

Category: Continuous Improvement

Research Cited:

Activity - Process for Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	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 K-3, writing, Practical Living/Career Studies, Global Competencies World Languages and Visual and Performing Arts 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

DRAFT