

# **Plan for KDE Comprehensive School Improvement Plan**

**Burlington Elementary School**  
**Boone County**

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 35.6% Proficient/Distinguished in 2013 to 68.5% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data. ....	3
Goal 2: Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.2 to 76.6% in 2017. ....	5
Goal 3: Increase the percent of Effective Teachers and Leaders. ....	8
Activity Summary by Funding Source .....	10

## **Overview**

### **Plan Name**

Plan for KDE Comprehensive School Improvement Plan

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 35.6% Proficient/Distinguished in 2013 to 68.5% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.	Objectives: 1 Strategies: 2 Activities: 11	Organizational	\$4500
2	Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.2 to 76.6% in 2017.	Objectives: 1 Strategies: 3 Activities: 9	Organizational	\$12300
3	Increase the percent of Effective Teachers and Leaders	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0

**Goal 1: Increase achievement for all students in Burlington Elementary School so that the achievement gap increases from 35.6% Proficient/Distinguished in 2013 to 68.5% Proficient/Distinguished in 2017 as measured by Burlington Elementary School achievement data.**

**Measurable Objective 1:**

demonstrate a proficiency of 43.2% Proficient/Distinguished by 06/30/2013 as measured by Overall Achievement Gap on KPREP.

**Strategy 1:**

Best Practice; Progress Monitoring - Best Practice; Progress Monitoring

Category:

Activity - Personalization & Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support the Rtl/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	06/30/2014	\$0	No Funding Required	Principal/Asst. Principal; Instructional Coach; Classroom/Special Ed Teachers

Activity - Professional Learning	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	06/30/2014	\$0	State Funds	Principal/Asst. Principal; Instructional Coach; Teachers

Activity - Parent Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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 childrens schoolwork.	Parent Involvement	02/01/2013	06/30/2014	\$0	Other	FRC Coordinator; Title I Teacher; Teacher Committee

## Plan for KDE Comprehensive School Improvement Plan

Burlington Elementary School

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to study the causes of the reading achievement gap between regular education and special needs population and develop plans for addressing the achievement gap.	Professional Learning	02/01/2013	06/30/2014	\$0	General Fund	Principal/Asst. Principal Instructional Coach
Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in embedded professional development relating to College Readiness Standards to assure preparation for 13-15 target score for exiting 5th graders. Teachers will utilize instructional practices that will lead students to success on the EPAS system such as timed experiences, cold reads, increased rigor, higher level questioning techniques, and 21st century skills.	Professional Learning	02/01/2013	06/30/2014	\$2500	State Funds	Principal/Asst. Principal; Instructional Coach
Activity - CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	02/01/2013	06/30/2014	\$0	Other	Principal/Asst. Principal; Instructional Coach
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	06/30/2014	\$2000	Title I Part A, School Council Funds	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers
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 SWIS data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze SWIS data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2014	\$0	Other	PBIS Committee Principal/Asst. Principal
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.	Behavioral Support Program	02/01/2013	06/30/2014	\$0	No Funding Required	Principal/Asst. Principal; PBIS Committee

## Plan for KDE Comprehensive School Improvement Plan

Burlington Elementary School

Activity - Best Practice	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	06/30/2014	\$0	Other	Principal; Special Education Staff

### Strategy 2:

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

Category:

Research Cited: Dispositions Training

Activity - Attracting High Quality, Highly Qualified Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Boone County Schools provides attractive and competitive employment opportunities for all instructional staff. Each year Boone County has more High Quality and Highly Qualified applicants than we are able to use. The Burlington Elementary SBDM Council will participate in Dispositional Hiring Training provided by the Human Resources Department.	Other	07/01/2013	06/30/2014	\$0	No Funding Required	Principal SBDM Council Members

## Goal 2: Increase the averaged combined reading and math KPREP scores for Burlington Elementary School students from 53.2 to 76.6% in 2017.

### Measurable Objective 1:

demonstrate a proficiency of 57.9% Proficient/Distinguished in Reading and Math on KPREP by 06/30/2013 as measured by overall Proficient/Distinguished on KPREP.

### Strategy 1:

Curriculum and Assessment Alignment - Curriculum and Assessment Alignment

Category:

Activity - Academic Support Program	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	06/30/2014	\$0	Title I Part A	Principal; Title I Staff

Activity - Best Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Plan for KDE Comprehensive School Improvement Plan

Burlington Elementary School

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	06/30/2014	\$0	No Funding Required	ELA Committee; Principal/Asst. Principal
<b>Activity - Progress Monitoring</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Special education teachers will utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2014	\$0	Other	Special Education Staff; Principal
<b>Activity - Professional Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	06/30/2014	\$6900	Title I Part A, School Council Funds	Principal/Asst. Principal; Instructional Coach
<b>Activity - Professional Learning</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles.	Professional Learning	02/01/2013	06/30/2014	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; STEM Lab Facilitator
<b>Activity - Curriculum and Assessment Alignment</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>



**Plan for KDE Comprehensive School Improvement Plan**

Burlington Elementary School

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. Teachers will incorporate Common Core Standards into lessons, units, curriculum maps and assessments.	Academic Support Program	02/01/2013	06/30/2014	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff
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Activity - Professional Learning	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	06/30/2014	\$0	School Council Funds	Principal/Asst. Principal; Instructional Coach; Instructional Staff

**Strategy 2:**

Program Review - Program Review

Category:

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.	Academic Support Program	07/01/2013	06/30/2014	\$5400	School Council Funds	Principal; Assistant Principal; Instructional Coach; Program Review Lead Teachers

**Strategy 3:**

School Readiness - School Readiness

Category:

Activity - School Readiness and Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**Plan for KDE Comprehensive School Improvement Plan**

Burlington Elementary School

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	06/30/2014	\$0	No Funding Required	Principal; Assistant Principal; Instructional Coach; Kindergarten Teachers
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**Goal 3: Increase the percent of Effective Teachers and Leaders**

**Measurable Objective 1:**

demonstrate a proficiency of effective teachers and leaders by 12/31/2014 as measured by the teacher and principal evaluation system.

**Strategy 1:**

Pilot Participation - Pilot Participation

Category:

Research Cited: MET (Measures of Effective Teaching) Project

Activity - Teacher and Principal Pilot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Burlington Elementary School has a TPGES Pilot team that meets the KDE minimum requirement to participate in the teacher pilot and in the principal pilot. The principal and assistant principal will become certified by Teachscape and prepare for implementation.	Professional Learning	06/01/2013	06/30/2014	\$0	Title II Part A	Principal Assistant Principal TPGES Pilot Team Teachers

**Strategy 2:**

Kentucky Teacher Effectiveness Framework - Kentucky Teacher Effectiveness Framework

Category:

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

Activity - Teacher Effectiveness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Burlington Elementary School will build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2013	06/30/2014	\$0	Title II Part A	Principal Assistant Principal Instructional Coach TPGES Pilot Teachers

## Plan for KDE Comprehensive School Improvement Plan

Burlington Elementary School

### Strategy 3:

Building Capacity for Full Implementation 2014-15 - Building Capacity for Full Implementation 2014-15

Category:

Research Cited: The MET Project

Activity - Scaling the Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2013-14 School year, Burlington Elementary will create a plan for building teacher capacity in preparation for the full implementation of the new teacher and principal evaluation system. December PLC- Introduce TPGEs to teachers (why we are doing it, Danielson Framework, timeline) January PLC – Domain 2 Reflection (highlight where they are, identify one strength and one are for growth with examples, and write reflection) February PLC – Domain 3 and 4 Reflection (same as above) March PLC – Domains 5 and 1 April PLC – Introduction to observations May PLC – Student growth and professional growth goals	Other	08/01/2013	05/31/2014	\$0	No Funding Required	Principal Assistant Principal Instructional Coach TPGES Pilot Team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### 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.	Academic Support Program	07/01/2013	06/30/2014	\$5400	Principal; Assistant Principal; Instructional Coach; Program Review Lead Teachers
Professional Learning	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	06/30/2014	\$4400	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	06/30/2014	\$1000	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers

## Plan for KDE Comprehensive School Improvement Plan

Burlington Elementary School

Professional Learning	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	06/30/2014	\$0	Principal/Asst. Principal; Instructional Coach; Instructional Staff
Professional Learning	Support and facilitate the understanding and implementation of the Next Generation Science Standards through study, model lessons, and embedded PD in collaboration with NKU and CINSAM at various grades and transition points for successful implementation and incorporation of STEM principles.	Professional Learning	02/01/2013	06/30/2014	\$0	Principal/Asst. Principal; Instructional Coach; STEM Lab Facilitator
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. Teachers will incorporate Common Core Standards into lessons, units, curriculum maps and assessments.	Academic Support Program	02/01/2013	06/30/2014	\$0	Principal/Asst. Principal; Instructional Coach; Instructional Staff
<b>Total</b>					<b>\$10800</b>	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Analysis; PBIS	The STAR (Student Teacher Assistance Referral) Team will use SWIS data to identify Tier 2 and Tier 3 students needing behavioral interventions. PBIS committee will analyze SWIS data to identify trends in behavior that need improvement and offer ideas for improvement.	Behavioral Support Program	02/01/2013	06/30/2014	\$0	PBIS Committee Principal/Asst. Principal
CIITS	Support of the utilization of CIITS as a tool to enhance student learning, teacher professional learning, assessment design, resources, and meet state/district RTTT measures.	Technology	02/01/2013	06/30/2014	\$0	Principal/Asst. Principal; Instructional Coach

**Plan for KDE Comprehensive School Improvement Plan**

Burlington Elementary School

Progress Monitoring	Special education teachers will utilize the progress monitoring tool established by the district.	Academic Support Program	02/01/2013	06/30/2014	\$0	Special Education Staff; Principal
Best Practice	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	06/30/2014	\$0	Principal; Special Education Staff
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 childrens schoolwork.	Parent Involvement	02/01/2013	06/30/2014	\$0	FRC Coordinator; Title I Teacher; Teacher Committee
<b>Total</b>					\$0	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Continue to study the causes of the reading achievement gap between regular education and special needs population and develop plans for addressing the achievement gap.	Professional Learning	02/01/2013	06/30/2014	\$0	Principal/Asst. Principal Instructional Coach
<b>Total</b>					\$0	

**Title II Part A**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher and Principal Pilot	Burlington Elementary School has a TPGES Pilot team that meets the KDE minimum requirement to participate in the teacher pilot and in the principal pilot. The principal and assistant principal will become certified by Teachscape and prepare for implementation.	Professional Learning	06/01/2013	06/30/2014	\$0	Principal Assistant Principal TPGES Pilot Team Teachers
Teacher Effectiveness	Burlington Elementary School will build teacher capacity in the five domains of the Kentucky Teacher Effectiveness Framework.	Professional Learning	07/01/2013	06/30/2014	\$0	Principal Assistant Principal Instructional Coach TPGES Pilot Teachers
<b>Total</b>					\$0	

# Plan for KDE Comprehensive School Improvement Plan

Burlington Elementary School

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Teachers will participate in embedded professional development relating to College Readiness Standards to assure preparation for 13-15 target score for exiting 5th graders. Teachers will utilize instructional practices that will lead students to success on the EPAS system such as timed experiences, cold reads, increased rigor, higher level questioning techniques, and 21st century skills.	Professional Learning	02/01/2013	06/30/2014	\$2500	Principal/Asst. Principal; Instructional Coach
Professional Learning	Professional Development / PLCs will be provided for teachers to utilize the data provided through RTI to direct instruction.	Professional Learning	02/01/2013	06/30/2014	\$0	Principal/Asst. Principal; Instructional Coach; Teachers
<b>Total</b>					\$2500	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2014	\$1000	Principal/Asst. Principal; Instructional Coach; Grade Level Teams; Special Education Teachers
Academic Support Program	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	06/30/2014	\$0	Principal; Title I Staff

**Plan for KDE Comprehensive School Improvement Plan**

Burlington Elementary School

Professional Learning	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	06/30/2014	\$2500	Principal/Asst. Principal; Instructional Coach
<b>Total</b>					\$3500	

**No Funding Required**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/30/2014	\$0	Principal; Assistant Principal; Instructional Coach; Kindergarten Teachers
Best Practice	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	06/30/2014	\$0	ELA Committee; Principal/Asst. Principal
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	06/30/2014	\$0	Principal/Asst. Principal; Instructional Coach; Classroom/Special Ed Teachers



**Plan for KDE Comprehensive School Improvement Plan**

Burlington Elementary School

Scaling the Work	<p>During the 2013-14 School year, Burlington Elementary will create a plan for building teacher capacity in preparation for the full implementation of the new teacher and principal evaluation system.</p> <p>December PLC- Introduce TPGEs to teachers (why we are doing it, Danielson Framework, timeline)</p> <p>January PLC – Domain 2 Reflection (highlight where they are, identify one strength and one are for growth with examples, and write reflection)</p> <p>February PLC – Domain 3 and 4 Reflection (same as above)</p> <p>March PLC – Domains 5 and 1</p> <p>April PLC – Introduction to observations</p> <p>May PLC – Student growth and professional growth goals</p>	Other	08/01/2013	05/31/2014	\$0	Principal Assistant Principal Instructional Coach TPGES Pilot Team
Attracting High Quality, Highly Qualified Teachers	<p>Boone County Schools provides attractive and competitive employment opportunities for all instructional staff. Each year Boone County has more High Quality and Highly Qualified applicants than we are able to use. The Burlington Elementary SBDM Council will participate in Dispositional Hiring Training provided by the Human Resources Department.</p>	Other	07/01/2013	06/30/2014	\$0	Principal SBDM Council Members
PBIS	<p>Continued training and support/monitoring of implementation of school-wide PBIS.</p>	Behavioral Support Program	02/01/2013	06/30/2014	\$0	Principal/Asst. Principal; PBIS Committee
<b>Total</b>					\$0	