



Comprehensive School Improvement Plan

Bremen Elementary School
Muhlenberg County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

Label	Assurance	Response	Comment	Attachment
School Equity Data (1)	<p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p>	I acknowledge that I have uploaded the School Equity Data.		CSIP BES School Equity Diagnostic 16-17

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

Despite the high percentage of students in poverty, which means those students have many barriers to overcome, our school still did exceptionally well.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

Poverty is our main barrier. The root cause is that our district is economically challenged.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	<p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.</p>	I acknowledge that I have uploaded the School Equity Goal Data.		CSIP BES school Equity Goals 16-17

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders,

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particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Next Generation Professionals

Measurable Objective 1:

collaborate to address indicators that are significantly below target by 05/22/2017 as measured by TELL survey and VAL-Ed survey.

Strategy1:

Staff feedback - analyze TELL survey and VAL-Ed survey results

Category: Principal PGES

Research Cited:

Activity - address staff feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will develop professional growth goals to address indicators that are significantly below target in the TELL survey and the VAL-Ed survey	Other Professional Learning	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal and Assistant Principal

Measurable Objective 2:

collaborate to implement teacher effectiveness evaluation system by trained evaluators by 09/26/2016 as measured by the number of principals certified through the recalibration process.

Strategy1:

Framework for Effectiveness - Teachers will continue to apply knowledge gained from Framework for Teacher Effectiveness training to continue to sustain high quality instruction and professional growth.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework for Teaching

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Activity - Implement Effectiveness Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the Framework for Teaching, teachers will apply best practice strategies as indicated in the framework. Some training may be required to reemphasize the importance and inform new teachers. Evaluators will discuss the Framework in detail when discussing formal observation performance.	Recruitment and Retention Policy and Process Direct Instruction Professional Learning Technology Parent Involvement Academic Support Program	08/01/2016	05/22/2017	\$0 - No Funding Required	Principal and Assistant Principal

Phase I - The Missing Piece

Introduction

This report provides a comprehensive response to the six objectives of The Missing Piece set for the by the Commissioner's Parent Advisory Council (CPAC). This diagnostic uses performance measurement and progress, as well as relationship building, resources and support to build capacity within schools and districts measure parent involvement and the desired outcome being made. Use the links below to navigate the diagnostic content and respond to the questions.

Stakeholders

What stakeholders (name and title) did you engage for the purpose of completing the Missing Piece diagnostic?

classroom teachers, Sped teachers, specials teachers, PTO officers and parents

Relationship Building

Overall Rating: 2.57

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

	Statement or Question	Response	Rating
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Proficient

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, using classroom contracts, student assignment books, homework websites, and online grade books.)	Proficient

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits).	Proficient

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Proficient

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences).	Proficient

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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	Statement or Question	Response	Rating
3.7	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

Decision Making

Overall Rating: 2.71

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.33

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the students' academic goals and learning needs.	Proficient

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Teachers handle parent complaints but outcomes are not tracked or reported.	Novice

	Statement or Question	Response	Rating
5.5	School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed.	School staff ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

	Statement or Question	Response	Rating
6.4	School staff offers parent workshops and meetings in convenient locations to help parents develop skills in supporting their children's learning and the school's improvement efforts.	School staff offers parent workshops or meetings in convenient locations to help parents develop skills in supporting their children's learning and school's improvement efforts.	Proficient

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

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

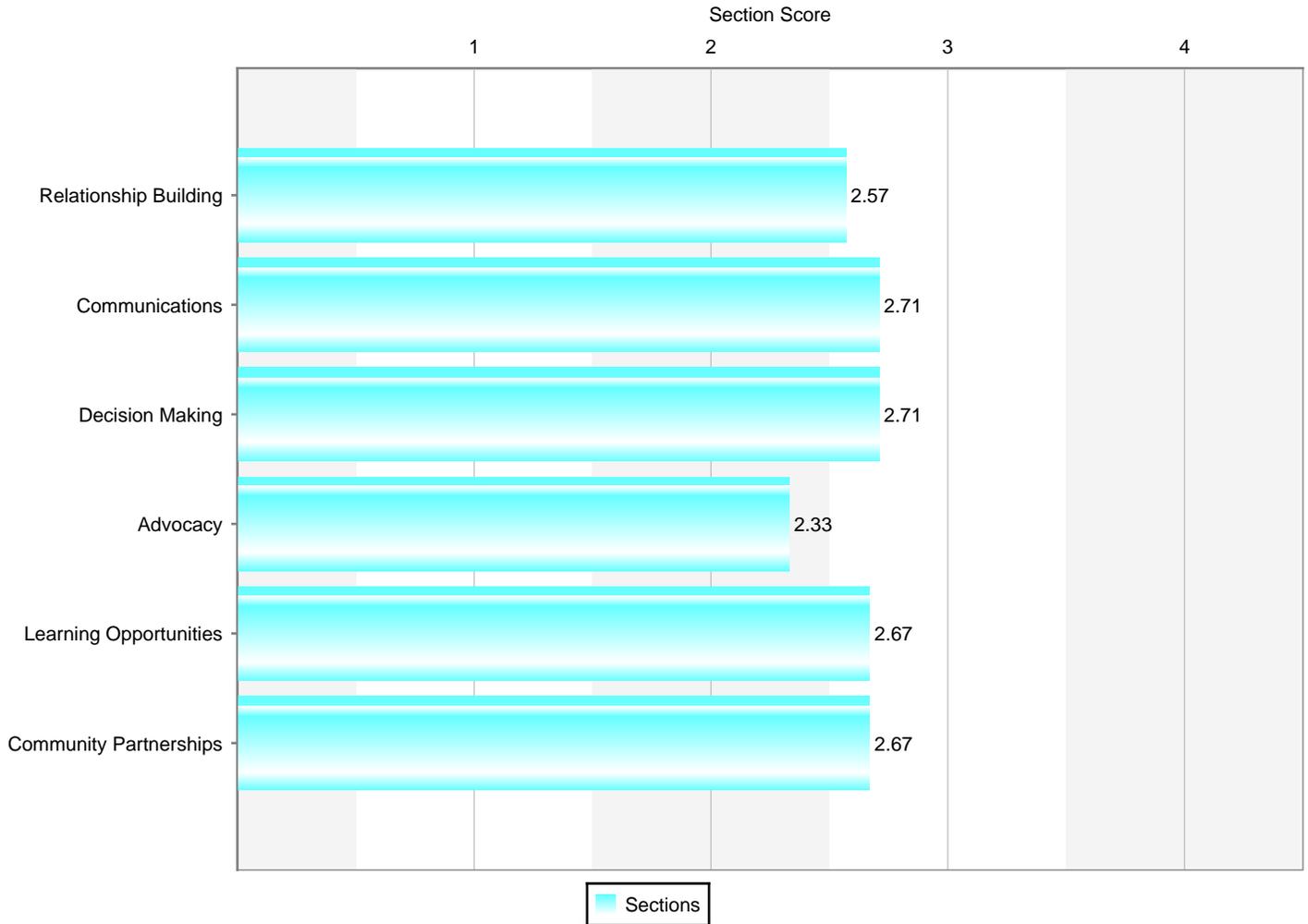
Reflection

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

All stakeholders are genuinely committed to the success of our students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Administration provided an extensive presentation of accountability data, perception data and non-academic data. Teachers were put in grade level and/or specialty groups and disaggregated and analyzed the data. teacher groups were to then determine strengths, weaknesses and next steps. Input was also sought out regarding strategies and activities needed to meet the designated goals.

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

teachers-suggest strategies and/or activities

parents-participated in suggesting strategies and/or activities

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

a digital copy will be emailed to staff; a hard copy will be available in the Assistant Principal's office; there will be a hyperlink available on the school website so the document will be available to the community at-large

Phase I - Needs Assessment

Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?

What does the data/information not tell you?

How can our teachers maintain at least a proficient level of academic achievement and maintain rigor in daily instruction and assessment?

How can our school use the resources provided such as certified/classified staff, technological equipment, physical space, written materials and individual expertise in the most effective and efficient way to ensure the best effort is made to help our students reach their maximum potential?

How can our staff better understand the growth component of accountability in order to ensure maximum school improvement?

The data/information does not separate specific individual performance on multiple choice questions, short answer or extended response.

The data/information does not separate specific individual performance on the two different fifth grade writing areas.

The data/information does not separate the performance I subdomain categories for each accountable subject.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

One area of strength is the common grade level planning. This allows each grade level to work together as a team to ensure each student has the opportunity to the same learning experiences necessary to master those grade level standards. In order to sustain this strength, each team submits minutes documenting topics discussed. These minutes are shared amongst all faculty to ensure everyone is informed what other grade levels are addressing each week.

Another strength in our school is the effective instructional leadership. There is a mutual respect and trust between the staff and the leadership within the building. Our students indirectly reap the benefits of this professionalism.

Our high achievements in state accountability are a cause to celebrate. Our school has had the top score in the district 4 out of the last 5 years.

Opportunities for Improvement

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

Even though our accountability scores prove our school is providing successful educational experiences for our students, one area we are lacking in is growth. Our teachers need to not only be aware of students performing on grade level, but also be aware of the rate of progress of each student.

There is a plan to address this need. Following curriculum timelines, giving common assessments to test each segment of the timeline and analyzing the performance on the assessment.

Another area for improvement is core math instruction. Despite our excellent performance, we did not meet our delivery target this year.

Perhaps this is because we have such a high score, we not only strive to maintain but grow, which is near impossible.

we plan to be mindful of differentiating math instruction and targeting novice and especially apprentice students.

Conclusion

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

The next steps will include determining possible leadership groups and the purpose of the leadership groups is to provide teachers the opportunity to be involved in addressing the needs of our school. Input from all stakeholders should be valued and considered in order to help make any changes deemed necessary to ensure the quality of the educational experiences provided to our students. We should take the time to examine our strengths and strategically plan how to use them to overcome our weaknesses.

2016-17 goals and plan

Overview

Plan Name

2016-17 goals and plan

Plan Description

CSIP 16-17

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	Combined Reading and Math Proficiency	Objectives: 2 Strategies: 2 Activities: 7	Organizational	\$4100
2	Next Generation Professionals	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
3	Kindergarten Readiness	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$4900
4	Unbridled Learning	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$0

Goal 1: Combined Reading and Math Proficiency

Status	Progress Notes	Created On	Created By
N/A	<p>Efforts to address this goal are listed as follows:</p> <ul style="list-style-type: none"> -Teachers are using common curriculum timelines for each grade level aligned with the common core that includes a common assessment for each bundle of standards. Data from the common assessments is used to identify standards that are not mastered. This allows the teacher to use this data to determine the concepts needed to be included on a flashback spiral review. -PLCs have been formed in each grade level. The purpose of the PLC is to form a data team that will set a SMART goal for the year. The PLC will meet on approximately 4 week intervals to analyze data such as formative assessments, instructional data, and benchmark data to determine their strengths and areas of growth as well as decide what strategies should be done to reach the goal. -Our school is fully implementing the RtI process following the policies and procedures as determined by our district which is aligned with state and federal statutes. Students are benchmarked 3 times per year. If benchmark indicates a student is performing below grade level, the student is placed in intervention and progress monitored to determine the effectiveness of the intervention. Data is analyzed every 4 weeks to determine when the student has moved to performing on grade level. -Leadership ensures all resources (physical space, certified/classified staff, and individual expertise is used in the most effective and efficient way to ensure our students reach their maximum potential. 	September 30, 2013	Ms. Lori Dennis

Measurable Objective 1:

collaborate to increase the average reading combined proficient/distinguished ratings for all students from 72.9% to 76.3% (state goal in combined proficiency) by 05/22/2017 as measured by K-Prep.

Strategy 1:

Literacy Initiative - Common core standards will be covered using a combination of Balanced Literacy Model, Four block Reading Model, and other resources to guide instruction.

Category: Continuous Improvement

Research Cited: Fountas, I. & Pinnell, G. Balanced Literacy Ohio State University

Activity - Student Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core literacy instruction. The progress of these groups will be monitored frequently as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers
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Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our school will use a combination of Balanced Literacy Model, Four Block Reading Framework and other resources in core reading instruction. Common core standards will be covered following this framework using data to guide instruction. Teachers will also provide interventions for students who perform below grade level and monitor progress to determine the effectiveness of the strategy used.	Academic Support Program, Direct Instruction	08/08/2016	05/22/2017	\$0	No Funding Required	Principal, Assistant Principal and certified teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing instruction will be guided by the Writing Advisory Committee and the Program Review Writing Committee. Writing instruction will be incorporated using a school-wide writing plan to ensure the continuity of learning.	Academic Support Program, Direct Instruction	08/08/2016	05/22/2017	\$0	No Funding Required	Principal, Assistant Principal, Writing Advisory Team, and Program Review Writing Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Using the school professional development allocated funds, a select group of teachers will attend the KCTE/LA conference if possible, On-Demand Writing Training, and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly.	Professional Learning	08/08/2016	05/22/2017	\$1800	District Funding	Principal, Assistant Principal, and classroom teachers
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Measurable Objective 2:

collaborate to increase the average math combined proficient/distinguished ratings for all students from 70.3% to 75.6% (state goal combined proficiency) by 05/22/2017 as measured by as measured by KPREP.

Strategy 1:

Math Initiative - Teachers will participate in vertical groups to ensure the progression of learning is continuous. Teachers will apply knowledge and strategies gained from professional development. Teachers will also participate in advisory groups to discuss curriculum maps and assessments to ensure the rigor of common core standards are not compromised.

Category: Continuous Improvement

Research Cited: Kentucky Center for Mathematics

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level and school-wide instructional practices will be guided by the Math Advisory Team. Leadership will support and monitor instructional practices and math curriculum on areas deemed worthy of focus to determine effectiveness.	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	Principal, Assistant Principal and teachers

Activity - Student Grouping	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
.Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core math instruction. The progress of these groups will be monitored as frequent as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

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Bremen Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly	Professional Learning	10/10/2016	05/22/2017	\$2300	District Funding	Principal, Assistant Principal and teachers

Goal 2: Next Generation Professionals

Measurable Objective 1:

collaborate to implement teacher effectiveness evaluation system by trained evaluators by 09/26/2016 as measured by the number of principals certified through the recalibration process.

Strategy 1:

Framework for Effectiveness - Teachers will continue to apply knowledge gained from Framework for Teacher Effectiveness training to continue to sustain high quality instruction and professional growth.

Category: Teacher PGES

Research Cited: Charlotte Danielson Framework for Teaching

Activity - Implement Effectiveness Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bremen Elementary School

Using the Framework for Teaching, teachers will apply best practice strategies as indicated in the framework. Some training may be required to reemphasize the importance and inform new teachers. Evaluators will discuss the Framework in detail when discussing formal observation performance.	Academic Support Program, Technology, Parent Involvement, Professional Learning, Direct Instruction, Policy and Process, Recruitment and Retention	08/01/2016	05/22/2017	\$0	No Funding Required	Principal and Assistant Principal
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Measurable Objective 2:

collaborate to address indicators that are significantly below target by 05/22/2017 as measured by TELL survey and VAL-Ed survey.

Strategy 1:

Staff feedback - analyze TELL survey and VAL-Ed survey results

Category: Principal PGES

Activity - address staff feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal will develop professional growth goals to address indicators that are significantly below target in the TELL survey and the VAL-Ed survey	Other, Professional Learning	08/08/2016	05/22/2017	\$0	No Funding Required	Principal and Assistant Principal

Goal 3: Kindergarten Readiness

Measurable Objective 1:

Comprehensive School Improvement Plan

Bremen Elementary School

collaborate to ensure Kindergarten students have a successful foundation of school by 08/07/2017 as measured by Brigance and/or school designated criteria.

Strategy 1:

Pre-K Transition Data - This data will be used to understand student strengths and weaknesses as well as plan to differentiate instruction.

Category: Early Learning

Activity - Screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assess all Kindergarteners at school entry with the statewide screener (BRIGANCE)	Academic Support Program	08/21/2017	09/29/2017	\$0	No Funding Required	Pre-K teachers, Kindergarten teachers, School Counselor, Director of Early Childhood Education

Strategy 2:

Involving parents - Parents and students entering Kindergarten will participate in a variety of events to ensure a better transition into being a full-time student.

Category: Early Learning

Activity - Ready for Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Felix E. Martin Jr. foundation will provide a grant to fund a readiness program for parents of students who will enter Kindergarten the following year called Ready! for Kindergarten. Parents will receive training on how to use the toys provided as playing with the purpose of improving readiness skills.	Academic Support Program	09/12/2016	04/30/2018	\$3500	Grant Funds	Pre-K teachers, Kindergarten teachers, parents

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Activity - K-Day Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Felix E Martin Jr. Foundation will provide funding to ensure a proper parent orientation for incoming Kindergarten students is provided. This event is separated from other grade level orientations. Parents and students enjoy a themed event with games, snacks, and a t-shirt while being informed of what is necessary to begin their school career with a positive attitude and excited about coming to school	Academic Support Program, Parent Involvement	07/20/2016	08/30/2016	\$1400	Grant Funds	Principal, Assistant Principal, and Kindergarten teachers

Goal 4: Unbridled Learning

Measurable Objective 1:

collaborate to achieve a minimum of Proficient status by 05/22/2017 as measured by K-Prep accountability system.

Strategy 1:

Leadership support - Principal and assistant principal will be committed to providing support by frequent visits to the classroom daily and open conversations about quality instruction.

Category: Professional Learning & Support

Research Cited: Danielson, Charlotte

Activity - Formative Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and assistant principal will do frequent informal observations giving informal feedback and constructive questions requiring the teachers to have a conversation about their instructional delivery and instructional strategies	Professional Learning, Direct Instruction	08/08/2016	05/22/2017	\$0	No Funding Required	Principal and Assistant Principal

Activity - Grade level team meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Comprehensive School Improvement Plan

Bremen Elementary School

Every four weeks each grade level will meet to discuss strategies to improve the success of individual students	Professional Learning	08/29/2016	05/22/2017	\$0	No Funding Required	principal and assistant principal
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Strategy 2:

Program Review - There will be school-wide participation in collecting and organizing evidence to maintain the achievement level and attempt to improve in each program.

Category: Continuous Improvement

Activity - Grade level evidence	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
each grade level will be responsible for collecting evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	Assistant Principal, certified teachers, specials teachers

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committees will be responsible for collecting and organizing evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	All BES staff

Activity - Program formative assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program Review Committee Leaders will meet throughout the year to formatively assess the evidence collected and plan necessary actions and activities to help improve the overall score	Academic Support Program	10/24/2016	05/22/2017	\$0	No Funding Required	Assistant Principal and Committee Leaders

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Strategy 3:

Formative Data Analysis - Each grade level will participate in various events requiring teachers to analyze formative data and make instructional adjustments accordingly.

Category: Continuous Improvement

Research Cited: Stiggins, R; Clarke, S; Willam, D; Brookhart and Moss

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teams will follow the district Rtl model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps.	Academic Support Program	08/08/2016	05/22/2017	\$0	No Funding Required	School-wide staff responsibility and Rtl Coordinator/Assistant Principal

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	09/06/2016	05/08/2017	\$0	No Funding Required	Principal, Assistant Principal, and classroom teachers

Activity - Scrimmage Tests	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	11/21/2016	03/30/2017	\$0	No Funding Required	Principal, Assistant Principal and classroom teachers

Comprehensive School Improvement Plan

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Strategy 4:

Content Advisory Teams - All certified teachers will participate in one or more of the following content advisory teams: Reading, Writing, Math, Science, Social Studies, and Kindergarten Readiness.

Category: Continuous Improvement

Activity - content advisory teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each certified teacher will participate in one of the following content advisory teams: Reading, Writing, Math, Science, Social Studies and Kindergarten Readiness. The teams will be given tasks and goals related to the purpose of ensuring school-wide consistency.	Academic Support Program, Professional Learning	09/06/2016	05/22/2017	\$0	No Funding Required	Principal, Assistant Principal and certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly	Professional Learning	10/10/2016	05/22/2017	\$2300	Principal, Assistant Principal and teachers
Professional Development	Using the school professional development allocated funds, a select group of teachers will attend the KCTE/LA conference if possible, On-Demand Writing Training, and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly.	Professional Learning	08/08/2016	05/22/2017	\$1800	Principal, Assistant Principal, and classroom teachers
Total					\$4100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program formative assessment	Program Review Committee Leaders will meet throughout the year to formatively assess the evidence collected and plan necessary actions and activities to help improve the overall score	Academic Support Program	10/24/2016	05/22/2017	\$0	Assistant Principal and Committee Leaders
Formative Feedback	The principal and assistant principal will do frequent informal observations giving informal feedback and constructive questions requiring the teachers to have a conversation about their instructional delivery and instructional strategies	Professional Learning, Direct Instruction	08/08/2016	05/22/2017	\$0	Principal and Assistant Principal
content advisory teams	Each certified teacher will participate in one of the following content advisory teams: Reading, Writing, Math, Science, Social Studies and Kindergarten Readiness. The teams will be given tasks and goals related to the purpose of ensuring school-wide consistency.	Academic Support Program, Professional Learning	09/06/2016	05/22/2017	\$0	Principal, Assistant Principal and certified staff

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Instructional Practices	Grade level and school-wide instructional practices will be guided by the Math Advisory Team. Leadership will support and monitor instructional practices and math curriculum on areas deemed worthy of focus to determine effectiveness.	Academic Support Program	08/08/2016	05/22/2017	\$0	Principal, Assistant Principal and teachers
Grade level team meetings	Every four weeks each grade level will meet to discuss strategies to improve the success of individual students	Professional Learning	08/29/2016	05/22/2017	\$0	principal and assistant principal
Implement Effectiveness Strategies	Using the Framework for Teaching, teachers will apply best practice strategies as indicated in the framework. Some training may be required to reemphasize the importance and inform new teachers. Evaluators will discuss the Framework in detail when discussing formal observation performance.	Academic Support Program, Technology, Parent Involvement, Professional Learning, Direct Instruction, Policy and Process, Recruitment and Retention	08/01/2016	05/22/2017	\$0	Principal and Assistant Principal
Student Grouping	Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core literacy instruction. The progress of these groups will be monitored frequently as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0	Principal, Assistant Principal/Rtl Coordinator and classroom teachers
Rtl	Grade level teams will follow the district Rtl model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps.	Academic Support Program	08/08/2016	05/22/2017	\$0	School-wide staff responsibility and Rtl Coordinator/Assistant Principal
Writing Instruction	Writing instruction will be guided by the Writing Advisory Committee and the Program Review Writing Committee. Writing instruction will be incorporated using a school-wide writing plan to ensure the continuity of learning.	Academic Support Program, Direct Instruction	08/08/2016	05/22/2017	\$0	Principal, Assistant Principal, Writing Advisory Team, and Program Review Writing Committee
Program Review Committee	Committees will be responsible for collecting and organizing evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0	All BES staff

Comprehensive School Improvement Plan

Bremen Elementary School

Core Reading Instruction	Our school will use a combination of Balanced Literacy Model, Four Block Reading Framework and other resources in core reading instruction. Common core standards will be covered following this framework using data to guide instruction. Teachers will also provide interventions for students who perform below grade level and monitor progress to determine the effectiveness of the strategy used.	Academic Support Program, Direct Instruction	08/08/2016	05/22/2017	\$0	Principal, Assistant Principal and certified teachers
Screener	Assess all Kindergarteners at school entry with the statewide screener (BRIGANCE)	Academic Support Program	08/21/2017	09/29/2017	\$0	Pre-K teachers, Kindergarten teachers, School Counselor, Director of Early Childhood Education
Scrimmage Tests	Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	11/21/2016	03/30/2017	\$0	Principal, Assistant Principal and classroom teachers
Student Grouping	.Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core math instruction. The progress of these groups will be monitored as frequent as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0	Principal, Assistant Principal/Rtl Coordinator and classroom teachers
address staff feedback	The principal and assistant principal will develop professional growth goals to address indicators that are significantly below target in the TELL survey and the VAL-Ed survey	Other, Professional Learning	08/08/2016	05/22/2017	\$0	Principal and Assistant Principal
Grade level evidence	each grade level will be responsible for collecting evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0	Assistant Principal, certified teachers, specials teachers
Common Assessments	Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	09/06/2016	05/08/2017	\$0	Principal, Assistant Principal, and classroom teachers
Total					\$0	

Comprehensive School Improvement Plan

Bremen Elementary School

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-Day Orientation	The Felix E Martin Jr. Foundation will provide funding to ensure a proper parent orientation for incoming Kindergarten students is provided. This event is separated from other grade level orientations. Parents and students enjoy a themed event with games, snacks, and a t-shirt while being informed of what is necessary to begin their school career with a positive attitude and excited about coming to school	Academic Support Program, Parent Involvement	07/20/2016	08/30/2016	\$1400	Principal, Assistant Principal, and Kindergarten teachers
Ready for Kindergarten	The Felix E. Martin Jr. foundation will provide a grant to fund a readiness program for parents of students who will enter Kindergarten the following year called Ready! for Kindergarten. Parents will receive training on how to use the toys provided as playing with the purpose of improving readiness skills.	Academic Support Program	09/12/2016	04/30/2018	\$3500	Pre-K teachers, Kindergarten teachers, parents
Total					\$4900	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

Comprehensive School Improvement Plan

Bremen Elementary School

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

Comprehensive School Improvement Plan

Bremen Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes		

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

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

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes		

Comprehensive School Improvement Plan

Bremen Elementary School

Label	Assurance	Response	Comment	Attachment
Comprehensive Improvement Plan	The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes		

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educators	The school ensures that all para-educators with instructional duties that involve targeted students are under the direct supervision of a highly qualified classroom teacher and providing instruction rather than clerical work.	Yes		

Comprehensive School Improvement Plan

Bremen Elementary School

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for para-educators demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes		

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes		

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the average reading combined proficient/distinguished ratings for all students from 72.9% to 76.3% (state goal in combined proficiency) by 05/22/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Common core standards will be covered using a combination of Balanced Literacy Model, Four block Reading Model, and other resources to guide instruction.

Category: Continuous Improvement

Research Cited: Fountas, I. & Pinnell, G. Balanced Literacy Ohio State University

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCTE/LA conference if possible, On-Demand Writing Training, and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly.	Professional Learning	08/08/2016	05/22/2017	\$1800 - District Funding	Principal, Assistant Principal, and classroom teachers

Measurable Objective 2:

collaborate to increase the average math combined proficient/distinguished ratings for all students from 70.3% to 75.6% (state goal combined proficiency) by 05/22/2017 as measured by as measured by KPREP.

Strategy1:

Math Initiative - Teachers will participate in vertical groups to ensure the progression of learning is continuous. Teachers will apply knowledge and strategies gained from professional development. Teachers will also participate in advisory groups to discuss curriculum maps and assessments to ensure the rigor of common core standards are not compromised.

Category: Continuous Improvement

Research Cited: Kentucky Center for Mathematics

Comprehensive School Improvement Plan

Bremen Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly	Professional Learning	10/10/2016	05/22/2017	\$2300 - District Funding	Principal, Assistant Principal and teachers

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

Goal 1:

Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the average math combined proficient/distinguished ratings for all students from 70.3% to 75.6% (state goal combined proficiency) by 05/22/2017 as measured by as measured by KPREP.

Strategy1:

Math Initiative - Teachers will participate in vertical groups to ensure the progression of learning is continuous. Teachers will apply knowledge and strategies gained from professional development. Teachers will also participate in advisory groups to discuss curriculum maps and assessments to ensure the rigor of common core standards are not compromised.

Category: Continuous Improvement

Research Cited: Kentucky Center for Mathematics

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level and school-wide instructional practices will be guided by the Math Advisory Team. Leadership will support and monitor instructional practices and math curriculum on areas deemed worthy of focus to determine effectiveness.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly	Professional Learning	10/10/2016	05/22/2017	\$2300 - District Funding	Principal, Assistant Principal and teachers

Comprehensive School Improvement Plan

Bremen Elementary School

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
.Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core math instruction. The progress of these groups will be monitored as frequent as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

Measurable Objective 2:

collaborate to increase the average reading combined proficient/distinguished ratings for all students from 72.9% to 76.3% (state goal in combined proficiency) by 05/22/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Common core standards will be covered using a combination of Balanced Literacy Model, Four block Reading Model, and other resources to guide instruction.

Category: Continuous Improvement

Research Cited: Fountas, I. & Pinnell, G. Balanced Literacy Ohio State University

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCTE/LA conference if possible, On-Demand Writing Training, and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly.	Professional Learning	08/08/2016	05/22/2017	\$1800 - District Funding	Principal, Assistant Principal, and classroom teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing instruction will be guided by the Writing Advisory Committee and the Program Review Writing Committee. Writing instruction will be incorporated using a school-wide writing plan to ensure the continuity of learning.	Academic Support Program Direct Instruction	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal, Writing Advisory Team, and Program Review Writing Committee

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will use a combination of Balanced Literacy Model, Four Block Reading Framework and other resources in core reading instruction. Common core standards will be covered following this framework using data to guide instruction. Teachers will also provide interventions for students who perform below grade level and monitor progress to determine the effectiveness of the strategy used.	Academic Support Program Direct Instruction	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and certified teachers

Comprehensive School Improvement Plan

Bremen Elementary School

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core literacy instruction. The progress of these groups will be monitored frequently as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to ensure Kindergarten students have a successful foundation of school by 08/07/2017 as measured by Brigance and/or school designated criteria.

Strategy1:

Pre-K Transition Data - This data will be used to understand student strengths and weaknesses as well as plan to differentiate instruction.

Category: Early Learning

Research Cited:

Activity - Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with the statewide screener (BRIGANCE)	Academic Support Program	08/21/2017	09/29/2017	\$0 - No Funding Required	Pre-K teachers, Kindergarten teachers, School Counselor, Director of Early Childhood Education

Strategy2:

Involving parents - Parents and students entering Kindergarten will participate in a variety of events to ensure a better transition into being a full-time student.

Category: Early Learning

Research Cited:

Comprehensive School Improvement Plan

Bremen Elementary School

Activity - Ready for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Felix E. Martin Jr. foundation will provide a grant to fund a readiness program for parents of students who will enter Kindergarten the following year called Ready! for Kindergarten. Parents will receive training on how to use the toys provided as playing with the purpose of improving readiness skills.	Academic Support Program	09/12/2016	04/30/2018	\$3500 - Grant Funds	Pre-K teachers, Kindergarten teachers, parents

Activity - K-Day Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Felix E Martin Jr. Foundation will provide funding to ensure a proper parent orientation for incoming Kindergarten students is provided. This event is separated from other grade level orientations. Parents and students enjoy a themed event with games, snacks, and a t-shirt while being informed of what is necessary to begin their school career with a positive attitude and excited about coming to school	Parent Involvement Academic Support Program	07/20/2016	08/30/2016	\$1400 - Grant Funds	Principal, Assistant Principal, and Kindergarten teachers

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

Goal 1:

Kindergarten Readiness

Measurable Objective 1:

collaborate to ensure Kindergarten students have a successful foundation of school by 08/07/2017 as measured by Brigance and/or school designated criteria.

Strategy1:

Involving parents - Parents and students entering Kindergarten will participate in a variety of events to ensure a better transition into being a full-time student.

Category: Early Learning

Research Cited:

Activity - Ready for Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Felix E. Martin Jr. foundation will provide a grant to fund a readiness program for parents of students who will enter Kindergarten the following year called Ready! for Kindergarten. Parents will receive training on how to use the toys provided as playing with the purpose of improving readiness skills.	Academic Support Program	09/12/2016	04/30/2018	\$3500 - Grant Funds	Pre-K teachers, Kindergarten teachers, parents

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Activity - K-Day Orientation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Felix E Martin Jr. Foundation will provide funding to ensure a proper parent orientation for incoming Kindergarten students is provided. This event is separated from other grade level orientations. Parents and students enjoy a themed event with games, snacks, and a t-shirt while being informed of what is necessary to begin their school career with a positive attitude and excited about coming to school	Academic Support Program Parent Involvement	07/20/2016	08/30/2016	\$1400 - Grant Funds	Principal, Assistant Principal, and Kindergarten teachers

Strategy2:

Pre-K Transition Data - This data will be used to understand student strengths and weaknesses as well as plan to differentiate instruction.

Category: Early Learning

Research Cited:

Activity - Screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assess all Kindergarteners at school entry with the statewide screener (BRIGANCE)	Academic Support Program	08/21/2017	09/29/2017	\$0 - No Funding Required	Pre-K teachers, Kindergarten teachers, School Counselor, Director of Early Childhood Education

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

Goal 1:

Combined Reading and Math Proficiency

Measurable Objective 1:

collaborate to increase the average math combined proficient/distinguished ratings for all students from 70.3% to 75.6% (state goal combined proficiency) by 05/22/2017 as measured by as measured by KPREP.

Strategy1:

Math Initiative - Teachers will participate in vertical groups to ensure the progression of learning is continuous. Teachers will apply knowledge and strategies gained from professional development. Teachers will also participate in advisory groups to discuss curriculum maps and assessments to ensure the rigor of common core standards are not compromised.

Category: Continuous Improvement

Research Cited: Kentucky Center for Mathematics

Comprehensive School Improvement Plan

Bremen Elementary School

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly	Professional Learning	10/10/2016	05/22/2017	\$2300 - District Funding	Principal, Assistant Principal and teachers

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
.Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core math instruction. The progress of these groups will be monitored as frequent as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level and school-wide instructional practices will be guided by the Math Advisory Team. Leadership will support and monitor instructional practices and math curriculum on areas deemed worthy of focus to determine effectiveness.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and teachers

Measurable Objective 2:

collaborate to increase the average reading combined proficient/distinguished ratings for all students from 72.9% to 76.3% (state goal in combined proficiency) by 05/22/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Common core standards will be covered using a combination of Balanced Literacy Model, Four block Reading Model, and other resources to guide instruction.

Category: Continuous Improvement

Research Cited: Fountas, I. & Pinnell, G. Balanced Literacy Ohio State University

Comprehensive School Improvement Plan

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Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core literacy instruction. The progress of these groups will be monitored frequently as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will use a combination of Balanced Literacy Model, Four Block Reading Framework and other resources in core reading instruction. Common core standards will be covered following this framework using data to guide instruction. Teachers will also provide interventions for students who perform below grade level and monitor progress to determine the effectiveness of the strategy used.	Academic Support Program Direct Instruction	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and certified teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing instruction will be guided by the Writing Advisory Committee and the Program Review Writing Committee. Writing instruction will be incorporated using a school-wide writing plan to ensure the continuity of learning.	Direct Instruction Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal, Writing Advisory Team, and Program Review Writing Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCTE/LA conference if possible, On-Demand Writing Training, and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly.	Professional Learning	08/08/2016	05/22/2017	\$1800 - District Funding	Principal, Assistant Principal, and classroom teachers

Goal 2:

Unbridled Learning

Measurable Objective 1:

collaborate to achieve a minimum of Proficient status by 05/22/2017 as measured by K-Prep accountability system.

Strategy1:

Program Review - There will be school-wide participation in collecting and organizing evidence to maintain the achievement level and attempt to improve in each program.

Comprehensive School Improvement Plan

Bremen Elementary School

Category: Continuous Improvement

Research Cited:

Activity - Grade level evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
each grade level will be responsible for collecting evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Assistant Principal, certified teachers, specials teachers

Activity - Program formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committee Leaders will meet throughout the year to formatively assess the evidence collected and plan necessary actions and activities to help improve the overall score	Academic Support Program	10/24/2016	05/22/2017	\$0 - No Funding Required	Assistant Principal and Committee Leaders

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will be responsible for collecting and organizing evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	All BES staff

Strategy2:

Formative Data Analysis - Each grade level will participate in various events requiring teachers to analyze formative data and make instructional adjustments accordingly.

Category: Continuous Improvement

Research Cited: Stiggins, R; Clarke, S; Willam, D; Brookhart and Moss

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	09/06/2016	05/08/2017	\$0 - No Funding Required	Principal, Assistant Principal, and classroom teachers

Activity - RtI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will follow the district RtI model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	School-wide staff responsibility and RtI Coordinator/Assistant Principal

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Activity - Scrimmage Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	11/21/2016	03/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and classroom teachers

Strategy3:

Content Advisory Teams - All certified teachers will participate in one or more of the following content advisory teams: Reading, Writing, Math, Science, Social Studies, and Kindergarten Readiness.

Category: Continuous Improvement

Research Cited:

Activity - content advisory teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each certified teacher will participate in one of the following content advisory teams: Reading, Writing, Math, Science, Social Studies and Kindergarten Readiness. The teams will be given tasks and goals related to the purpose of ensuring school-wide consistency.	Professional Learning Academic Support Program	09/06/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and certified staff

Strategy4:

Leadership support - Principal and assistant principal will be committed to providing support by frequent visits to the classroom daily and open conversations about quality instruction.

Category: Professional Learning & Support

Research Cited: Danielson, Charlotte

Activity - Grade level team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every four weeks each grade level will meet to discuss strategies to improve the success of individual students	Professional Learning	08/29/2016	05/22/2017	\$0 - No Funding Required	principal and assistant principal

Activity - Formative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will do frequent informal observations giving informal feedback and constructive questions requiring the teachers to have a conversation about their instructional delivery and instructional strategies	Direct Instruction Professional Learning	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal and Assistant Principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Combined Reading and Math Proficiency

SY 2016-2017

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Comprehensive School Improvement Plan

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Measurable Objective 1:

collaborate to increase the average reading combined proficient/distinguished ratings for all students from 72.9% to 76.3% (state goal in combined proficiency) by 05/22/2017 as measured by K-Prep.

Strategy1:

Literacy Initiative - Common core standards will be covered using a combination of Balanced Literacy Model, Four block Reading Model, and other resources to guide instruction.

Category: Continuous Improvement

Research Cited: Fountas, I. & Pinnell, G. Balanced Literacy Ohio State University

Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core literacy instruction. The progress of these groups will be monitored frequently as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing instruction will be guided by the Writing Advisory Committee and the Program Review Writing Committee. Writing instruction will be incorporated using a school-wide writing plan to ensure the continuity of learning.	Academic Support Program Direct Instruction	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal, Writing Advisory Team, and Program Review Writing Committee

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCTE/LA conference if possible, On-Demand Writing Training, and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly.	Professional Learning	08/08/2016	05/22/2017	\$1800 - District Funding	Principal, Assistant Principal, and classroom teachers

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Activity - Core Reading Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our school will use a combination of Balanced Literacy Model, Four Block Reading Framework and other resources in core reading instruction. Common core standards will be covered following this framework using data to guide instruction. Teachers will also provide interventions for students who perform below grade level and monitor progress to determine the effectiveness of the strategy used.	Academic Support Program Direct Instruction	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and certified teachers

Measurable Objective 2:

collaborate to increase the average math combined proficient/distinguished ratings for all students from 70.3% to 75.6% (state goal combined proficiency) by 05/22/2017 as measured by as measured by KPREP.

Strategy1:

Math Initiative - Teachers will participate in vertical groups to ensure the progression of learning is continuous. Teachers will apply knowledge and strategies gained from professional development. Teachers will also participate in advisory groups to discuss curriculum maps and assessments to ensure the rigor of common core standards are not compromised.

Category: Continuous Improvement

Research Cited: Kentucky Center for Mathematics

Activity - Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level and school-wide instructional practices will be guided by the Math Advisory Team. Leadership will support and monitor instructional practices and math curriculum on areas deemed worthy of focus to determine effectiveness.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and teachers

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Using the school professional development allocated funds, a select group of teachers will attend the KCM Math conference, if possible and visit high performing schools. Teachers who participate will share strategies and information gained from participating. Grade level or school-wide adjustments will be made accordingly	Professional Learning	10/10/2016	05/22/2017	\$2300 - District Funding	Principal, Assistant Principal and teachers

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Activity - Student Grouping	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
.Form skills groups using MAP data, Learning Continuum resource in MAP and other formative assessments to group students by ability in order to address individual learning needs and ensure individual student growth. Students will be grouped for part or all of the core math instruction. The progress of these groups will be monitored as frequent as determined by classroom teacher and/or Rtl Coordinator. Student grouping will then be adjusted accordingly.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal/Rtl Coordinator and classroom teachers

Goal 2:

Unbridled Learning

Measurable Objective 1:

collaborate to achieve a minimum of Proficient status by 05/22/2017 as measured by K-Prep accountability system.

Strategy1:

Formative Data Analysis - Each grade level will participate in various events requiring teachers to analyze formative data and make instructional adjustments accordingly.

Category: Continuous Improvement

Research Cited: Stiggins, R; Clarke, S; Willam, D; Brookhart and Moss

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teams will follow the district Rtl model or providing extra academic support for individual Students performing below grade level. Data will be analyzed every 4 weeks to monitor progress and determine next steps.	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	School-wide staff responsibility and Rtl Coordinator/Assistant Principal

Activity - Scrimmage Tests	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level teaches will give scrimmage tests in at least the subjects of Reading and Math twice a year in a KPrep-like setting. Teachers will analyze student performance data and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	11/21/2016	03/30/2017	\$0 - No Funding Required	Principal, Assistant Principal and classroom teachers

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level classroom teachers will give common assessments as determined by curriculum timelines. Teachers/grade level teams will analyze student performance and adjust instruction accordingly in order to improve on any discrepancies indicated in the data.	Academic Support Program	09/06/2016	05/08/2017	\$0 - No Funding Required	Principal, Assistant Principal, and classroom teachers

Comprehensive School Improvement Plan

Bremen Elementary School

Strategy2:

Program Review - There will be school-wide participation in collecting and organizing evidence to maintain the achievement level and attempt to improve in each program.

Category: Continuous Improvement

Research Cited:

Activity - Grade level evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
each grade level will be responsible for collecting evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Assistant Principal, certified teachers, specials teachers

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will be responsible for collecting and organizing evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	All BES staff

Activity - Program formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committee Leaders will meet throughout the year to formatively assess the evidence collected and plan necessary actions and activities to help improve the overall score	Academic Support Program	10/24/2016	05/22/2017	\$0 - No Funding Required	Assistant Principal and Committee Leaders

Strategy3:

Leadership support - Principal and assistant principal will be committed to providing support by frequent visits to the classroom daily and open conversations about quality instruction.

Category: Professional Learning & Support

Research Cited: Danielson, Charlotte

Activity - Formative Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and assistant principal will do frequent informal observations giving informal feedback and constructive questions requiring the teachers to have a conversation about their instructional delivery and instructional strategies	Direct Instruction Professional Learning	08/08/2016	05/22/2017	\$0 - No Funding Required	Principal and Assistant Principal

Activity - Grade level team meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Every four weeks each grade level will meet to discuss strategies to improve the success of individual students	Professional Learning	08/29/2016	05/22/2017	\$0 - No Funding Required	principal and assistant principal

Strategy4:

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Content Advisory Teams - All certified teachers will participate in one or more of the following content advisory teams: Reading, Writing, Math, Science, Social Studies, and Kindergarten Readiness.

Category: Continuous Improvement

Research Cited:

Activity - content advisory teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each certified teacher will participate in one of the following content advisory teams: Reading, Writing, Math, Science, Social Studies and Kindergarten Readiness. The teams will be given tasks and goals related to the purpose of ensuring school-wide consistency.	Academic Support Program Professional Learning	09/06/2016	05/22/2017	\$0 - No Funding Required	Principal, Assistant Principal and certified staff

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:

Unbridled Learning

Measurable Objective 1:

collaborate to achieve a minimum of Proficient status by 05/22/2017 as measured by K-Prep accountability system.

Strategy1:

Program Review - There will be school-wide participation in collecting and organizing evidence to maintain the achievement level and attempt to improve in each program.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will be responsible for collecting and organizing evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	All BES staff

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Activity - Program formative assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review Committee Leaders will meet throughout the year to formatively assess the evidence collected and plan necessary actions and activities to help improve the overall score	Academic Support Program	10/24/2016	05/22/2017	\$0 - No Funding Required	Assistant Principal and Committee Leaders

Activity - Grade level evidence	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
each grade level will be responsible for collecting evidence for each Program reviewed	Academic Support Program	08/08/2016	05/22/2017	\$0 - No Funding Required	Assistant Principal, certified teachers, specials teachers

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Bremen Elementary School is located in Bremen, Kentucky which is on the north end of Muhlenberg County. It has an enrollment of approximately 400 students from the level of Preschool through 5th grade. The average number years of experience of our classroom teachers is approximately 10 years.

As of October 15, 2012, Bremen Elementary School has been in session in its brand new state-of-the-art building. The new building was built directly behind the old building on the original campus grounds. The students and staff experienced a bittersweet transition. Even though some of the transition brought about issues that were stressful for both the staff and the students, our school was the only school in our district to perform at the proficient level that year. For the past 4 out of 5 years, our school has been #1 in according to accountability standards.

Bremen Elementary serves a very rural farming community of about 92 square miles. The community is very supportive of our school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Bremen Elementary Mission Statement: "Where Little Feet Take Big Steps Toward Their Future"

Bremen Elementary School embodies its purpose through its program offerings and expectations for students by displaying a mutual respect for individuality. The staff believes our purpose is to provide a productive learning environment that welcomes inquiry, academic curiosity, and in-depth study to help our students reach their maximum potential

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

One of the most notable achievements of Bremen Elementary is the tradition of excellence that is in place. For the past 3 years we have earned an accountability score that places us in the Distinguished category. This accomplishment has been possible because we have had significant gains in reading proficiency as well as math proficiency. Another notable achievement is the fourth grade Science and Social Studies accountability test scores have been well over 100 for over 3 years. Prior to this year, no student scored novice in fifth grade on-demand writing, and as of this year we had one student score novice in writing. Finally, Bremen Elementary is the leader in academic excellence in our district.

Our school is still trying to maintain proficiency and beyond. Many factors have been put into place to improve curriculum mapping and assessment strategies to ensure the rigor of the common core standard is met. Nonacademic factors that impact student achievement such as behavior and attendance are also of high importance.

Additional Information

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

Bremen Elementary is the heart of the community.