



# **Comprehensive School Improvement Plan**

**Boston School**  
**Nelson County**

Dana Cull, Principal  
130 Wilson Creek Rd  
Boston, KY 40107

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **Phase I - Equitable Access to Effective Educators School Diagnostic**

Introduction .....	3
--------------------	---

Equitable Access to Effective Educators - School .....	4
--	---

## **Phase I - The Missing Piece**

Introduction .....	8
--------------------	---

Stakeholders .....	9
--------------------	---

Relationship Building .....	10
-----------------------------	----

Communications .....	11
----------------------	----

Decision Making .....	13
-----------------------	----

Advocacy .....	15
----------------	----

Learning Opportunities .....	16
------------------------------	----

Community Partnerships .....	17
------------------------------	----

Reflection .....	18
------------------	----

Report Summary .....	19
----------------------	----

## **Improvement Plan Stakeholder Involvement**

Introduction .....	21
--------------------	----

Improvement Planning Process .....	22
------------------------------------	----

**Phase I - Needs Assessment**

Introduction ..... 24

Data Analysis ..... 25

Areas of Strengths ..... 26

Opportunities for Improvement ..... 27

Conclusion ..... 28

**Boston Comprehensive School Improvement Plan 2016-2017**

Overview ..... 30

Goals Summary ..... 31

    Goal 1: Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.. 32

    Goal 2: All students will be on track to graduate College and Career Ready. .... 37

    Goal 3: Increase the average elementary combined reading and math proficiencies for non-duplicated gap students by 8% from 2016 to 2017 and middle school combined reading and math proficiencies by 5% 2016 to 2017..... 39

    Goal 4: Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from 100% in 2015 to 100% in 2020..... 40

    Goal 5: Boston Students will reduce the number of students scoring novice in reading and math by 20% in 2017.... 41

    Goal 6: All incoming Kindergarten students will be screened for kindergarten readiness using the Brigance screener. 43

Activity Summary by Funding Source ..... 45

**Phase II - KDE Assurances - Schools**

Introduction ..... 54

Assurances ..... 55

**Phase II - KDE Compliance and Accountability - Schools**

Introduction ..... 61

Planning and Accountability Requirements ..... 62

**Executive Summary**

Introduction ..... 82

Description of the School ..... 83

School's Purpose ..... 84

Notable Achievements and Areas of Improvement ..... 85

Additional Information ..... 86

## **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.</p> <p>*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.</p> <p>**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.	Boston School Equity Diagnostic is attached	Boston 2016-2017 Equity Diagnostic

**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.**

Our student population classified as free and reduced lunch increased from 63% to 83% over the last year. The bulk of our non-duplicated GAP population is within this group. Almost half of our staff (46%) have 3 years or less experience and many of those are at the early primary. Due to retirements, we have a significant loss in level of experience we must address through intentional targeted training for those teachers. In addition, the strategic building of teams within the school to provide less experienced teachers access to more experienced teachers at each level is a consideration in moving forth creating the 2017-2018 school-wide schedule.

**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.**

Low socioeconomic concentration in our region of the district is a barrier. This is combined with the rural nature of our community where we do not have access to a public library, restaurant, or cultural experiences. Families often do not have the resources to travel to near towns. We also have a significant amount of families moving in with and living with other family members.

Another barrier is our teaching experience. Nearly 50% of our teachers have less than 3 years teaching experience which is due to an exceptional amount of growth within our school. Some of this growth is due to our academic success. We have had several students transfer in from other districts. Other growth has been natural with some growth in the amount of students residing with other family and foster children. Since 2014, we have added 2.5 additional classrooms.



# Comprehensive School Improvement Plan

Boston School

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	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.	I acknowledge that I have uploaded the School Equity Goal Data.	Boston School Equity Goals attached.	Boston School Equity Goals 2016.2017

**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, 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:**  
Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.

**Measurable Objective 1:**  
demonstrate a proficiency increase in combined elementary reading and math scores from 55.9% to 70% and middle school combined reading and math scores from 62.8% to 69.2% by 05/19/2017 as measured by 2017 KPREP assessment.

**Strategy1:**  
Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.  
Category: Learning Systems  
Research Cited: RTA project,state ELA network, Lucy Calkins, Fountas & Pinnell,

# Comprehensive School Improvement Plan

Boston School

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources. Intervention teachers participated in Leveled Literacy Interventions Training. Co-teaching teams participated in training on the implementation of co-teaching strategies.	Professional Learning	08/05/2015	05/19/2017	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

## Goal 2:

Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from 100% in 2015 to 100% in 2020.

## Measurable Objective 1:

collaborate to collect data for PGES implementation by 05/19/2017 as measured by CIITS PGES implementation.

## Strategy1:

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Category: Teacher PGES

Research Cited: Charlotte Danielson, Framework for Teaching

Activity - Peer Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	08/05/2015	05/19/2017	\$0 - No Funding Required	Certified Teachers, Principal

Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching, writing and monitoring student growth goals.	Professional Learning	08/05/2015	05/19/2017	\$0 - No Funding Required	School Principal and Administrative staff

# **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?**

The stakeholders involved in completing this diagnostic were members of the leadership committee and SBDM including: Dana Cull (principal), Michelle Hendricks (instructional Coach), Pam Johnson (counselor), Martina Amshoff (teacher), Heather McGlone (media specialist/teacher), Angela Thompson (teacher), Gretchen Boone (parent), and Kim Shumaker (parent). In addition, all parents were engaged in the opportunity to respond and participate in this diagnostic.

**Relationship Building**

Overall Rating: 3.71

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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).	Administrators and school staff welcome and actively seek parents of all new and ESL students to encourage early relationship building.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.4	School staff implements systematic steps to encourage parents to attend school activities and participate in decisions about their children's learning.	Parents and community stakeholders have authentic participation, help plan and implement school and district improvement activities.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

**Communications**

Overall Rating: 3.14

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.1</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.2</b>	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).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.3</b>	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.4</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.5</b>	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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.6</b>	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

# Comprehensive School Improvement Plan

Boston School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>3.7</b>	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	Proficient



**Decision Making**

Overall Rating: 3.43

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials, setting convenient meeting times, seeking wide parent input. At least 40% of parents vote in SBDM parent election.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

# Comprehensive School Improvement Plan

Boston School

---

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
<b>4.7</b>	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

**Advocacy**

Overall Rating: 3.33

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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).	Proficient

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	School staff collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.	District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs.	Distinguished

## Learning Opportunities

Overall Rating: 2.83

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	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 council has a classroom observation policy that welcomes families to visit all classrooms.	Proficient

	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 develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

## Community Partnerships

Overall Rating: 3.0

	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.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

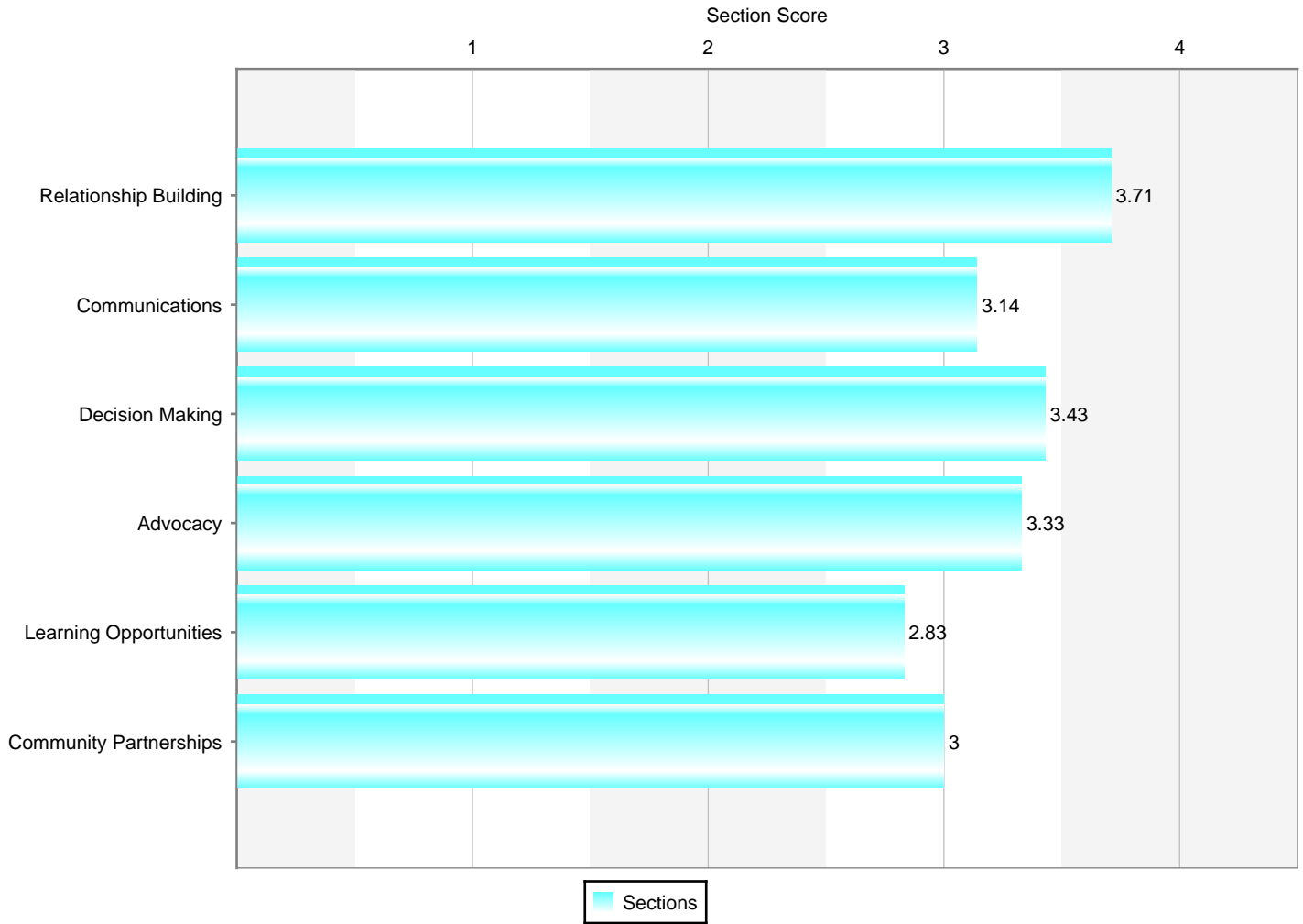
## **Reflection**

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

Relationships are a strength within our school. Boston School makes a conscious and consistent effort to build relationships with families and the community through events and learning opportunities. Communication is an area we are working to enhance through a new phone/text/email system and our parent calendar linked to our website as well as print calendars sent home monthly. This communication should be more aligned with the goals of communicating academic goals overall. Parent University nights are used, but could be used to facilitate more opportunities for this type of communication and information. With the loss of our 21st Century grant, we will need to focus on the maintenance of community and business partnerships.

## 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.**

Boston School has standing committees that have advertised open monthly meetings. The school improvement plan and program review improvement process is part of the SBDM Curriculum, Instruction, and Assessment committee. Even though this committee is charged with school improvement plans, the entire faculty and SBDM committee members are involved in this process through faculty meetings, professional learning communities, and site based decision making meetings which are always open to the public. This committee is provided a written charge from the SBDM council with timelines, and tasks for completion.

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

Even though all stakeholders have the option to attend open meetings to contribute to the school improvement plan process, the school improvement plan is developed through professional learning community meetings, school leadership committee meetings, committee meetings, and faculty meetings to ensure that all stakeholders have read over the drafted plan and have opportunity to add and/or revise the drafted plan. This ensures that one idea that was developed by one body is understood by others and may spark another idea or strategy for improvement. The improvement plan strategies are always presented to the whole faculty for review before the final plan is taken to the SBDM council for approval.

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

The final improvement plan is communicated to the faculty through a faculty meeting. The plan is sent to all members beforehand so that teachers have time to read through the entire plan beforehand. In addition, the final plan is placed on the school webpage for all stakeholders to review. The SBDM committee along with the Curriculum, Instruction, and Assessment Committee, and principal are responsible for monitoring the progress on the school improvement plan. Updates are presented at SBDM council meetings.

# **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?**

The data provided gives us overall values to compare with state and district averages regarding each component of the current accountability system: Achievement Gap which includes novice reduction, Growth for both elementary and middle school. In addition, we are also accountable for three program reviews which include: Arts & Humanities, Practical Living & Career Studies, and writing in both our elementary and middle school. Our elementary also is accountable for one additional program review, Kindergarten through 3rd grade program.

We have developed tables to show how each part of the accountability weighs and the number of points earned by each of our schools in each area. We can also gather data on the number of students scoring proficient and distinguished in each area at each grade level and compare that data to state and local averages. Further, we can compare trends at particular grade levels and compare student performance over time examining prior years' K-Prep data. Also, through examining individual Gap student data for both reading and math, we can target interventions and resources to the areas of greatest need. This data can be compiled with other sources of data to further pinpoint individual needs and trends to more effectively target appropriate interventions for individuals and group students more effectively for interventions. The data also reflects that we have primary team where 71% of the primary grade teachers have fewer than 4 years teaching experience. One thing the data does not tell us is the level of growth in student population we have experienced within the last two years. New students have an affect on our achievement and Gap data. With smaller enrollment numbers, few students can account for a great percentage. The data does not tell us how new enrollments have affected our achievement and Gap data.

## **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?**

Growth for our middle school students is an area of strength for us. Combined categorical growth for both reading and math is above state and local growth at 66.2%. Percentile growth (at or above 40%) in middle school is also above both the state and district percentages at 63% combined reading and math.

Achievement in 3rd grade reading and math are both well above state and local percentages with math being the greatest strength at 17.1 percentage points above the state average and 21.9 above the district. We also see a strength in 5th grade math with those scores also above state and local percentages. This translates into an overall math score in elementary above state and local percentages.

Our middle school students score above state and local percentages in both reading and math in all levels.

We will set goals from 3 benchmark assessments throughout the school year with individual students in conjunction with Professional Learning Community meetings. Professional Learning community meetings will focus on rigorous assessment and instruction. Teachers will work together to enhance instruction and create assessments that align with this objective. In addition, these groups will provide feedback for improvement as we continue to focus on rigorous instruction and assessment as the top priority. The implementation of LDC (Literacy Design collaborative), MDC (Math Design Collaborative), and PBL (Project Based Learning) are vehicles that will be used to facilitate this objective and enhance higher level thinking skills for all students.

## **Opportunities for Improvement**

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

GAP groups and elementary growth scores are both high priority areas. The use of a data dashboard helps us identify student need. In addition, novice and GAP students have been identified and specifically targeted for intervention. A retired kindergarten teacher with a special education and literacy background is working with students at all grade levels. As she identifies through assessment and available data the needs of individuals, teachers and specialists are providing targeted interventions tailored to meet the needs of each individual student. After-school tutoring is also provided and specific students are invited. These individuals will alternate as they master identified skills. All tutoring sessions are designed to be direct instruction and support from a skilled teacher. The student teacher ratio for these sessions are on average 3 to 1.

Another plan for improvement is an alignment of our core reading program in the primary with training for early primary teachers. Professional Learning opportunities have been used to facilitate training for early literacy strategies with all early primary staff. NTI days will be used to further this training and continue to enhance instruction and alignment for primary students. All students will be leveled through LLI (Leveled Literacy Interventions) and grouped for instruction based on these. Students will be monitored and re-assessed as needed throughout in order to assure they are improving at all levels.

## **Conclusion**

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

Moving forward, we are intensifying our focus on core reading instruction at the primary level with additional training opportunities for all staff working with elementary and early primary students. Non-traditional instructional days will be used to facilitate training for staff as well as horizontal and vertical team planning for rigorous instruction.

In addition, we are applying for both RTA (Read to Achieve) and MAF (Math Achievement Fund) grants which will provide reading and math interventionist in our school. These interventionist will serve students with the greatest need. These resources will also provide training for staff within the building. In addition, we are further providing outside training in mathematical instruction to both an elementary and middle school staff member. This will build our quality and quantity of content-specific support within the building.

Additionally, we lost our funding for the 21st Century grant this year which provided extended support for our students. To continue this effort we have implemented the after-school tutoring program. We have applied for a continuation of the 21st Century grant which would allow us to serve more student needs and also offer more opportunities for enrichment.

Boston School's will also continue to examine school schedules within the school day to ensure that both human and monetary resources are being utilized to the utmost fullest capacity. We will continue to monitor daily instruction on a frequent basis to change practices when needed to increase student achievement. In addition, fine tuning intervention classes using MAP assessment data, GAP data, Kprep data and student performance to place students in appropriate groupings and provide appropriate and high quality intervention strategies will maximize student achievement and learning.



# **Boston Comprehensive School Improvement Plan 2016-2017**

## **Overview**

### **Plan Name**

Boston Comprehensive School Improvement Plan 2016-2017

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.	Objectives: 2 Strategies: 5 Activities: 15	Organizational	\$168000
2	All students will be on track to graduate College and Career Ready.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$600
3	Increase the average elementary combined reading and math proficiencies for non-duplicated gap students by 8% from 2016 to 2017 and middle school combined reading and math proficiencies by 5% 2016 to 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$134780
4	Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from 100% in 2015 to 100% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Boston Students will reduce the number of students scoring novice in reading and math by 20% in 2017.	Objectives: 2 Strategies: 1 Activities: 4	Academic	\$55200
6	All incoming Kindergarten students will be screened for kindergarten readiness using the Brigance screener.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$900

**Goal 1: Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.**

**Measurable Objective 1:**

demonstrate a proficiency increase in combined elementary reading and math scores from 55.9% to 70% and middle school combined reading and math scores from 62.8% to 69.2% by 05/19/2017 as measured by 2017 KPREP assessment.

**(shared) Strategy 1:**

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies. The primary focus in the professional learning communities is the creation and implementation of rigorous instruction and assessment for all students. In addition, PLC groups will monitor and implement intervention groups, strategies, and outcomes making necessary adjustments immediately upon identification.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process, Marzano Best Practice Instruction

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/05/2015	05/19/2016	\$0	No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

# Comprehensive School Improvement Plan

Boston School

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDCs, MDCs, and PBLs to provide teachers with a bank of instructional resources designed to deliver rigorous instruction. In addition teachers will work in PLC teams to develop and refine curriculum and instructional resources aligned to the rigor and expectations of KCAS.	Academic Support Program	08/05/2015	05/19/2016	\$0	Other	Principal, SBDM council, instructional coach, teachers

## Strategy 2:

Best Practice, High Quality Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices through regular learning walks.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators,

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	Teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

# Comprehensive School Improvement Plan

Boston School

Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucy Calkins writing program K-6.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist
---	--	------------	------------	-----	---------------------	--

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. This data will be used to determine the level of effective instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, Compass, and classroom assessments will be utilized.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	District, teachers, principal, instructional coach

### Strategy 3:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data regularly as needed. Interventionists will lead and facilitate the RTI process for reading, math, writing, and behavior. Each interventionist or lead will provide support and training as needed for the classroom teachers. Teams will work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Classroom level rewards for positive behavior including class dojo parties and mid-term middle school Fun Fridays to reward positive behavior. The Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/10/2016	05/19/2017	\$1500	Other	All Boston School staff members

Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide math interventions for targeted students through the Math Achievement Fund grant (MAF). Intervention periods and through small group instruction are scheduled regularly with a math interventionist. Students scoring in the lowest stanines are served in small intervention groups by a highly trained math specialist. All students are grouped for math interventions based on MAP, K-Prep, and classroom assessments. PLC teams meet weekly to review intervention strategies and individual student data. These groups are analyzed and refined as needed.	Academic Support Program	08/05/2015	05/19/2017	\$41000	Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

# Comprehensive School Improvement Plan

Boston School

Activity - Targeted Reading Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RTA reading interventionist will serve the lowest performing students based on the most current data. In addition, the interventionist will facilitate the monitoring of the reading RTI for all students in each tier.	Academic Support Program	08/10/2016	05/19/2017	\$41000	Read to Achieve	RTA Interventionist, Principal, Instructional Coach, PLC teams

Activity - RTI Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An RTI team has been developed to monitor and support the RTI process for Reading, Math, Writing, and Behavior. Monthly progress will be reviewed and shared through PLC team meetings with all staff working with each student in the tier process.	Academic Support Program	08/10/2016	05/19/2017	\$0	No Funding Required	Principal, Guidance Counselor, Instructional Coach, Math & Reading Interventionists, and all teachers

## Strategy 4:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, state ELA network, Lucy Calkins, Fountas & Pinnell,

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/05/2015	05/19/2017	\$2500	Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---	---------------	------------	----------	-------------------	-------------------	-------------------

# Comprehensive School Improvement Plan

Boston School

teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Academic Support Program	08/05/2015	05/19/2017	\$41000	Read to Achieve	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach
---	--------------------------	------------	------------	---------	-----------------	--

Activity - Professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources. Intervention teachers participated in Leveled Literacy Interventions Training. Co-teaching teams participated in training on the implementation of co-teaching strategies.	Professional Learning	08/05/2015	05/19/2017	\$41000	Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

## Measurable Objective 2:

increase student growth in the 3 types of academic writing, informational, opinion/argument, and narrative by 05/18/2017 as measured by 2017 KPREP assessment in 5th, 6th & 8th grade.

## (shared) Strategy 1:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies. The primary focus in the professional learning communities is the creation and implementation of rigorous instruction and assessment for all students. In addition, PLC groups will monitor and implement intervention groups, strategies, and outcomes making necessary adjustments immediately upon identification.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process, Marzano Best Practice Instruction

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/05/2015	05/19/2016	\$0	No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------



## Comprehensive School Improvement Plan

Boston School

Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff
--	--------------------------	------------	------------	-----	---------------------	---

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDCs, MDCs, and PBLs to provide teachers with a bank of instructional resources designed to deliver rigorous instruction. In addition teachers will work in PLC teams to develop and refine curriculum and instructional resources aligned to the rigor and expectations of KCAS.	Academic Support Program	08/05/2015	05/19/2016	\$0	Other	Principal, SBDM council, instructional coach, teachers

### Strategy 2:

Professional Development for Writing - Teachers will complete embedded professional development in the three writing forms. Collegial partners within grade bands will work through PLC's with one another and the instructional coach to examine criteria for success and student samples to determine appropriate plans of action to move each and every student to proficiency.

Category: Professional Learning & Support

Research Cited: Lucy Calkins

Activity - Lucy Calkins Writing Program Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement the Lucy Calkins writing program and strategies to teach the 3 types of writing. Through PLC meetings, teams will evaluate and provide feedback for improvement in writing and writing instruction.	Academic Support Program	08/10/2016	05/19/2017	\$0	No Funding Required	Principal, Instructional Coach, teachers

## Goal 2: All students will be on track to graduate College and Career Ready.

### Measurable Objective 1:

demonstrate a proficiency increase in the number of students that are college and career ready by 05/19/2017 as measured by 8th grade KPREP achievement results.

# Comprehensive School Improvement Plan

Boston School

## Strategy 1:

College and Career Ready - Develop, promote, and implement Operation Preparation for 8th grade students. Provide professional development through the counseling cadre and district meetings. School leadership professional learning community will meet regularly to discuss strategies and activities that will focus on College and Career readiness. Our FRYSC schedules the KEES van to visit Boston students. Students receive training on KEES scholarship money and log into accounts with a KEES representative.

Category: Career Readiness Pathways

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Operation preparation activities will be planned during the spring of 2017 to relate toward career awareness. During the spring event community members will come to the designated location and meet with students as indicated by the student ILP completion.	Career Preparation/Orientation	03/01/2016	05/19/2017	\$200	Other	FRYSC, Guidance counselor, district staff, District College and Career Coordinator

Activity - Guidance class	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement college and career sessions with 8th grade students. The guidance counselor will facilitate career programs including the Boston Alumni career day where former students return to share their successful careers. The counselor will work with middle school teachers to implement an in-school job program for 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Academic Support Program	08/05/2015	05/19/2016	\$0	No Funding Required	guidance counselor, district staff, teachers

Activity - ILP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students 6th through 8th will develop and maintain an Individual Learning Plan to help determine steps, goals, and plans related to becoming college and/or career ready.	Career Preparation/Orientation	08/10/2016	05/19/2017	\$0	No Funding Required	Principal, Guidance Counselor

Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle school students will have the opportunity to experience a college visit as well as a career option such as a factory, office, technical school etc. These visits will be designed to give students multiple opportunities to explore multiple career opportunities.	Career Preparation/Orientation	11/09/2016	05/19/2017	\$400	District Funding	Guidance counselor, principal, District College and Career Coordinator

## Goal 3: Increase the average elementary combined reading and math proficiencies for non-duplicated gap students by 8% from 2016 to 2017 and middle school combined reading and math proficiencies by 5% 2016 to 2017.

### Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 55.9 in 2016 to 70.5 in 2017 and the combined middle school reading and math scores from 56.7 in 2016 to 71.7 in 2017 by 05/20/2016 as measured by state KPREP assessment.

### Strategy 1:

Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their needs. In addition, data dashboard will be used to track student data trends and monitor progress. This data will be reviewed regularly within individual and PLC teams.

Category: Continuous Improvement

Research Cited: Jensen, Marzano

Activity - Data Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/05/2015	05/25/2017	\$0	No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff
Activity - Integration of resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, Accountability Partner Program for novice and at-risk students and other school funding) to develop appropriate intervention services for students.	Policy and Process, Academic Support Program	08/05/2015	05/25/2017	\$0	No Funding Required	principal, SBDM council, district
Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## Comprehensive School Improvement Plan

Boston School

PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring, Academic Support Program	08/05/2015	05/25/2017	\$88780	Math Achievement Fund, School Council Funds, Read to Achieve, District Funding, School Council Funds	principal, 21st century director, title I, teachers, MAF Interventionist, RTA teacher
---	------------------------------------	------------	------------	---------	--	---

Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies, co-teaching strategies, and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	08/05/2015	05/25/2017	\$0	No Funding Required	Principal, Special Education Staff, Counselor, Instructional Coach, District Staff

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participated in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students. New and experienced co-teaching teams participated in co-teaching training focused on instructional strategies for co-teaching. In addition, math strategies will be shared by the MAF teacher through PLC and staff meeting time as well as the modeling of instructional strategies of research-based math instruction. These strategies will also be monitored through school and district walkthroughs and refined through the PLC process.	Direct Instruction	08/05/2015	05/25/2017	\$41000	Math Achievement Fund	teachers, special education staff, MAF teacher, principal, instructional coach, district staff

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring sessions in reading and math will be offered for targeted students after school each week.	Academic Support Program	10/24/2016	05/12/2017	\$5000	Other	Principal and select teachers

**Goal 4: Professional Growth and Effectiveness System Goal: Increase the percentage of Effective teachers from 100% in 2015 to 100% in 2020.**

**Measurable Objective 1:**

collaborate to collect data for PGES implementation by 05/19/2017 as measured by CIITS PGES implementation.

**Strategy 1:**

Professional Growth and Effectiveness System - Professional Growth and Effectiveness System will be implemented using professional learning and support, collection and use of Data: KY Tell survey; Human Capital Management and Development, Val-Ed, Peer Observations, and CIITS data collection.

Category: Teacher PGES

Research Cited: Charlotte Danielson, Framework for Teaching

Activity - Teacher Training on Danielson Framework	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained on the expectations of the Danielson Framework for Teaching, writing and monitoring student growth goals.	Professional Learning	08/05/2015	05/19/2017	\$0	No Funding Required	School Principal and Administrative staff

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	08/05/2015	05/19/2017	\$0	No Funding Required	Certified Teachers, Principal

**Goal 5: Boston Students will reduce the number of students scoring novice in reading and math by 20% in 2017.**

**Measurable Objective 1:**

A 20% decrease of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will collaborate to reduce the percentage of students scoring novice by 20% in Reading by 05/25/2017 as measured by the 2017 Kprep assessment..

**(shared) Strategy 1:**

Systematic intervention periods built into the daily schedule - Students in each grade level team will be grouped and regrouped according to assessment data for specific interventions daily.

Category: Continuous Improvement

Research Cited: Marzano, Calkins, Tomlinson,

## Comprehensive School Improvement Plan

Boston School

Activity - Data Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All novice students will be identified through a school data dashboard and grouped for interventions according to need. The dashboard will be used to track data and monitor growth.	Academic Support Program	11/01/2015	05/25/2017	\$0	No Funding Required	Principal, Instructional Coach, teachers

Activity - Daily Reading Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus and Lexia are implemented school-wide with fidelity through intervention periods. Compass was initially purchased by the by the school to supplement these and support reading interventions linked to the MAP assessment. The district has extended our license for Compass.	Academic Support Program	08/05/2015	05/25/2017	\$9200	School Council Funds, District Funding	Instructional Coach, STC, Principal, Certified and Classified staff

Activity - Math Intervention Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Compass program will be used to target individual, specific skills for students as identified through the MAP assessment as well as classroom assessments. In addition, we will use MobyMax and Fronrow programs to facilitate interventions and provide data.	Academic Support Program	08/10/2016	05/18/2017	\$5000	District Funding	Math interventionist , teachers, Instructional Coach, Principal,

Activity - Daily Math Intervention Periods	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The math interventionist will support early numeracy skills for target groups in addition to the intervention periods where she will serve the lowest performing students. In addition, she will provide training in research-based intervention strategies to support work in the classroom as well as during intervention periods.	Academic Support Program	08/10/2016	05/19/2017	\$41000	Math Achievement Fund	Math Interventionist , Instructional Coach, Principal, Teachers

### Measurable Objective 2:

A 20% decrease of All Students will collaborate to reduce the percentage of students scoring novice in math by 20% in Mathematics by 05/19/2017 as measured by the 2017 K-Prep Assessment..

### (shared) Strategy 1:

Systematic intervention periods built into the daily schedule - Students in each grade level team will be grouped and regrouped according to assessment data for specific interventions daily.

Category: Continuous Improvement

Research Cited: Marzano, Calkins, Tomlinson,

Activity - Data Dashboard	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

## Comprehensive School Improvement Plan

Boston School

All novice students will be identified through a school data dashboard and grouped for interventions according to need. The dashboard will be used to track data and monitor growth.	Academic Support Program	11/01/2015	05/25/2017	\$0	No Funding Required	Principal, Instructional Coach, teachers
<b>Activity - Daily Reading Intervention Programs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Reading Plus and Lexia are implemented school-wide with fidelity through intervention periods. Compass was initially purchased by the by the school to supplement these and support reading interventions linked to the MAP assessment. The district has extended our license for Compass.	Academic Support Program	08/05/2015	05/25/2017	\$9200	School Council Funds, District Funding	Instructional Coach, STC, Principal, Certified and Classified staff
<b>Activity - Math Intervention Programs</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The Compass program will be used to target individual, specific skills for students as identified through the MAP assessment as well as classroom assessments. In addition, we will use MobyMax and Fronrow programs to facilitate interventions and provide data.	Academic Support Program	08/10/2016	05/18/2017	\$5000	District Funding	Math interventionist , teachers, Instructional Coach, Principal,
<b>Activity - Daily Math Intervention Periods</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The math interventionist will support early numeracy skills for target groups in addition to the intervention periods where she will serve the lowest performing students. In addition, she will provide training in research-based intervention strategies to support work in the classroom as well as during intervention periods.	Academic Support Program	08/10/2016	05/19/2017	\$41000	Math Achievement Fund	Math Interventionist , Instructional Coach, Principal, Teachers

## Goal 6: All incoming Kindergarten students will be screened for kindergarten readiness using the Brigance screener.

### Measurable Objective 1:

100% of Kindergarten grade students will collaborate to take the Brigance Screener in Practical Living by 09/30/2016 as measured by 100% completion of the incoming students screened on Brigance.

### Strategy 1:

Brigance Training - Specific staff will be trained in the administration of the Brigance screener.

Category: Professional Learning & Support

Research Cited: Curriculum Associates

## Comprehensive School Improvement Plan

Boston School

Activity - Brigance Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Specified staff will be trained in the administration of the Brigance Screener.	Professional Learning	12/16/2016	06/30/2017	\$0	No Funding Required	Kindergarten staff, Principal, Literacy specialist

### Strategy 2:

Data Analysis - PLC team of early primary will collaborate to analyze the data from the Brigance Screener and determine instructional programs, interventions, and enrichments needed.

Category: Early Learning

Research Cited: Curriculum Associates, Marzano, Dufour

Activity - Data Teams/PLC	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data analysis will determine instructional support and grouping needed for early Kindergarten instruction.	Academic Support Program	07/24/2017	08/10/2017	\$0	No Funding Required	Kindergarten staff, interventionist, Instructional coach, Principal

### Strategy 3:

Kindergarten Jumpstart Program - Entering Kindergarten students will be invited to attend a Jumpstart program where all entering students will be screened using the Brigance. In addition, there will be other activities implemented that will facilitate familiarity with the school and personnel. The intent will be to ease the transition to school, foster parental involvement, and gather data that will be used to make instructional decisions for students.

Category: Early Learning

Research Cited: GLASCOE, FRANCES PAGE Ph.D., Marzano, Clay

Activity - Kindergarten Jumpstart Summer Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the last two weeks before school begins, students will be invited to participate in the Jumpstart Program where the Brigance Kindergarten screener will be administered. Other activities will be offered that will facilitate the gathering of data and familiarize students with the school, school personnel, and daily structures prior to the first day.	Academic Support Program	07/24/2017	08/10/2017	\$900	School Council Funds	Kindergarten staff, Principal,



## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Program Review	Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/05/2015	05/19/2017	\$2500	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council
<b>Total</b>					\$2500	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Integration of resources	Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, Accountability Partner Program for novice and at-risk students and other school funding) to develop appropriate intervention services for students.	Policy and Process, Academic Support Program	08/05/2015	05/25/2017	\$0	principal, SBDM council, district
Brigance Training	Specified staff will be trained in the administration of the Brigance Screener.	Professional Learning	12/16/2016	06/30/2017	\$0	Kindergarten staff, Principal, Literacy specialist
Curriculum Design Teams	Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/05/2015	05/19/2016	\$0	Principal, Instructional Coach, PLC grade level teachers

# Comprehensive School Improvement Plan

Boston School

Guidance class	Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement college and career sessions with 8th grade students. The guidance counselor will facilitate career programs including the Boston Alumni career day where former students return to share their successful careers. The counselor will work with middle school teachers to implement an in-school job program for 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Academic Support Program	08/05/2015	05/19/2016	\$0	guidance counselor, district staff, teachers
Data Teams/PLC	Data analysis will determine instructional support and grouping needed for early Kindergarten instruction.	Academic Support Program	07/24/2017	08/10/2017	\$0	Kindergarten staff, interventionist, Instructional coach, Principal
RTI Team	An RTI team has been developed to monitor and support the RTI process for Reading, Math, Writing, and Behavior. Monthly progress will be reviewed and shared through PLC team meetings with all staff working with each student in the tier process.	Academic Support Program	08/10/2016	05/19/2017	\$0	Principal, Guidance Counselor, Instructional Coach, Math & Reading Interventionists, and all teachers
ILP Development	All students 6th through 8th will develop and maintain an Individual Learning Plan to help determine steps, goals, and plans related to becoming college and/or career ready.	Career Preparation/Orientation	08/10/2016	05/19/2017	\$0	Principal, Guidance Counselor
Monitoring Instructional Practices	Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices through regular learning walks.	Academic Support Program	08/05/2015	05/19/2016	\$0	Principal, Instructional Coach, Teachers, District Level Administrators,
Special Education PLCs	Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies, co-teaching strategies, and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	08/05/2015	05/25/2017	\$0	Principal, Special Education Staff, Counselor, Instructional Coach, District Staff

# Comprehensive School Improvement Plan

Boston School

Goal Setting	Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucy Calkins writing program K-6.	Career Preparation/Orientation, Academic Support Program	08/05/2015	05/19/2016	\$0	teachers, counselor, instructional coach, principal, media specialist, interventionist
Peer Observations	All teachers will complete the Peer Observer training module online through CIITS and participate in peer observations.	Professional Learning	08/05/2015	05/19/2017	\$0	Certified Teachers, Principal
Data Analysis Team Meetings	Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/05/2015	05/19/2016	\$0	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff
Teacher Training on Danielson Framework	All staff will be trained on the expectations of the Danielson Framework for Teaching, writing and monitoring student growth goals.	Professional Learning	08/05/2015	05/19/2017	\$0	School Principal and Administrative staff
Benchmark Assessments	To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. This data will be used to determine the level of effective instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, Compass, and classroom assessments will be utilized.	Academic Support Program	08/05/2015	05/19/2016	\$0	District, teachers, principal, instructional coach
Quality Student Work	Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/05/2015	05/19/2016	\$0	Teachers, principal, instructional coach
Lucy Calkins Writing Program Implementation	Teachers will implement the Lucy Calkins writing program and strategies to teach the 3 types of writing. Through PLC meetings, teams will evaluate and provide feedback for improvement in writing and writing instruction.	Academic Support Program	08/10/2016	05/19/2017	\$0	Principal, Instructional Coach, teachers

## Comprehensive School Improvement Plan

Boston School

Data Review	Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/05/2015	05/25/2017	\$0	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff
Data Dashboard	All novice students will be identified through a school data dashboard and grouped for interventions according to need. The dashboard will be used to track data and monitor growth.	Academic Support Program	11/01/2015	05/25/2017	\$0	Principal, Instructional Coach, teachers
<b>Total</b>					<b>\$0</b>	

### Math Achievement Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Research-Based Instruction	Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participated in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students. New and experienced co-teaching teams participated in co-teaching training focused on instructional strategies for co-teaching. In addition, math strategies will be shared by the MAF teacher through PLC and staff meeting time as well as the modeling of instructional strategies of research-based math instruction, These strategies will also be monitored through school and district walkthroughs and refined through the PLC process.	Direct Instruction	08/05/2015	05/25/2017	\$41000	teachers, special education staff, MAF teacher, principal, instructional coach, district staff
Daily Math Intervention Periods	The math interventionist will support early numeracy skills for target groups in addition to the intervention periods where she will serve the lowest performing students. In addition, she will provide training in research-based intervention strategies to support work in the classroom as well as during intervention periods.	Academic Support Program	08/10/2016	05/19/2017	\$41000	Math Interventionist , Instructional Coach, Principal, Teachers

# Comprehensive School Improvement Plan

Boston School

Targeted Math Interventions (MAF grant)	Provide math interventions for targeted students through the Math Achievement Fund grant (MAF). Intervention periods and through small group instruction are scheduled regularly with a math interventionist. Students scoring in the lowest stanines are served in small intervention groups by a highly trained math specialist. All students are grouped for math interventions based on MAP, K-Prep, and classroom assessments. PLC teams meet weekly to review intervention strategies and individual student data. These groups are analyzed and refined as needed.	Academic Support Program	08/05/2015	05/19/2017	\$41000	Principal, instructional coach, teachers, math interventionist
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring, Academic Support Program	08/05/2015	05/25/2017	\$41000	principal, 21st century director, title I, teachers, MAF Interventionist, RTA teacher
<b>Total</b>					<b>\$164000</b>	

## District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Reading Intervention Programs	Reading Plus and Lexia are implemented school-wide with fidelity through intervention periods. Compass was initially purchased by the by the school to supplement these and support reading interventions linked to the MAP assessment. The district has extended our license for Compass.	Academic Support Program	08/05/2015	05/25/2017	\$5000	Instructional Coach, STC, Principal, Certified and Classified staff
Math Intervention Programs	The Compass program will be used to target individual, specific skills for students as identified through the MAP assessment as well as classroom assessments. In addition, we will use MobyMax and Frontrow programs to facilitate interventions and provide data.	Academic Support Program	08/10/2016	05/18/2017	\$5000	Math interventionist, teachers, Instructional Coach, Principal,
College and Career Exploration	Middle school students will have the opportunity to experience a college visit as well as a career option such as a factory, office, technical school etc. These visits will be designed to give students multiple opportunities to explore multiple career opportunities.	Career Preparation/Orientation	11/09/2016	05/19/2017	\$400	Guidance counselor, principal, District College and Career Coordinator
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring, Academic Support Program	08/05/2015	05/25/2017	\$2500	principal, 21st century director, title I, teachers, MAF Interventionist, RTA teacher

# Comprehensive School Improvement Plan

Boston School

**Total** \$12900

## School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Daily Reading Intervention Programs	Reading Plus and Lexia are implemented school-wide with fidelity through intervention periods. Compass was initially purchased by the by the school to supplement these and support reading interventions linked to the MAP assessment. The district has extended our license for Compass.	Academic Support Program	08/05/2015	05/25/2017	\$4200	Instructional Coach, STC, Principal, Certified and Classified staff
Kindergarten Jumpstart Summer Program	Within the last two weeks before school begins, students will be invited to participate in the Jumpstart Program where the Brigance Kindergarten screener will be administered. Other activities will be offered that will facilitate the gathering of data and familiarize students with the school, school personnel, and daily structures prior to the first day.	Academic Support Program	07/24/2017	08/10/2017	\$900	Kindergarten staff, Principal,
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring, Academic Support Program	08/05/2015	05/25/2017	\$4200	principal, 21st century director, title I, teachers, MAF Interventionist , RTA teacher
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring, Academic Support Program	08/05/2015	05/25/2017	\$80	principal, 21st century director, title I, teachers, MAF Interventionist , RTA teacher
<b>Total</b>					<span style="border: 1px solid black; padding: 2px;">\$9380</span>	

## Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Operation Preparation	Operation preparation activities will be planned during the spring of 2017 to relate toward career awareness. During the spring event community members will come to the designated location and meet with students as indicated by the student ILP completion.	Career Preparation/Orientation	03/01/2016	05/19/2017	\$200	FRYSC, Guidance counselor, district staff, District College and Career Coordinator

# Comprehensive School Improvement Plan

Boston School

Guidelines for Success	Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Classroom level rewards for positive behavior including class dojo parties and mid-term middle school Fun Fridays to reward positive behavior. The Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/10/2016	05/19/2017	\$1500	All Boston School staff members
KCAS implementation	Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDCs, MDCs, and PBLs to provide teachers with a bank of instructional resources designed to deliver rigorous instruction. In addition teachers will work in PLC teams to develop and refine curriculum and instructional resources aligned to the rigor and expectations of KCAS.	Academic Support Program	08/05/2015	05/19/2016	\$0	Principal, SBDM council, instructional coach, teachers
After-School Tutoring	Tutoring sessions in reading and math will be offered for targeted students after school each week.	Academic Support Program	10/24/2016	05/12/2017	\$5000	Principal and select teachers
<b>Total</b>					<b>\$6700</b>	

## Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Interventions	PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Tutoring, Academic Support Program	08/05/2015	05/25/2017	\$41000	principal, 21st century director, title I, teachers, MAF Interventionist , RTA teacher
Flexible guided reading groups	teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Academic Support Program	08/05/2015	05/19/2017	\$41000	title I, RTA staff, interventionist , guided reading teachers, teachers, principal, instructional coach
Targeted Reading Interventions	RTA reading interventionist will serve the lowest performing students based on the most current data. In addition, the interventionist will facilitate the monitoring of the reading RTI for all students in each tier.	Academic Support Program	08/10/2016	05/19/2017	\$41000	RTA Interventionist , Principal, Instructional Coach, PLC teams

**Comprehensive School Improvement Plan**

Boston School

Professional development	Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources. Intervention teachers participated in Leveled Literacy Interventions Training. Co-teaching teams participated in training on the implementation of co-teaching strategies.	Professional Learning	08/05/2015	05/19/2017	\$41000	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers
<b>Total</b>					<b>\$164000</b>	



## **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	Students are grouped for intervention based on compiled data within a "data dashboard." Students are provided research-based intervention strategies for reading and math delivered by trained staff and interventionists including a math and reading specialist within the school.	

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

Boston 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.	N/A		

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.	N/A		

# Comprehensive School Improvement Plan

Boston 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.	N/A		

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.	N/A		

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

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

Boston 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.	Yes		

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

Boston 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.	No	Title I funding was used to reduce student teacher ratio/class size.	

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:**  
 Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.

**Measurable Objective 1:**  
 demonstrate a proficiency increase in combined elementary reading and math scores from 55.9% to 70% and middle school combined reading and math scores from 62.8% to 69.2% by 05/19/2017 as measured by 2017 KPREP assessment.

**Strategy1:**  
 Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.  
 Category: Learning Systems  
 Research Cited: RTA project,state ELA network, Lucy Calkins, Fountas & Pinnell,

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources. Intervention teachers participated in Leveled Literacy Interventions Training. Co-teaching teams participated in training on the implementation of co-teaching strategies.	Professional Learning	08/05/2015	05/19/2017	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

**Strategy2:**  
 Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies. The primary focus in the professional learning communities is the creation and implementation of rigorous instruction and assessment for all students. In addition, PLC groups will monitor and implement intervention groups, strategies, and outcomes making necessary adjustments immediately upon identification.  
 Category: Professional Learning & Support  
 Research Cited: Dufour's PLC process, Marzano Best Practice Instruction

# Comprehensive School Improvement Plan

Boston School

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDCs, MDCs, and PBLs to provide teachers with a bank of instructional resources designed to deliver rigorous instruction. In addition teachers will work in PLC teams to develop and refine curriculum and instructional resources aligned to the rigor and expectations of KCAS.	Academic Support Program	08/05/2015	05/19/2016	\$0 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

## Goal 2:

All elementary students will have instruction in all four arts areas.

### Measurable Objective 1:

complete a portfolio or performance event in all four art disciplines each year of elementary school by 05/25/2017 as measured by Lesson plans and school schedule.

### Strategy1:

Master Schedule - The master schedule will be planned in collaboration with teachers to ensure allotted time for instruction in art disciplines.

Category: Integrated Methods for Learning

Research Cited:

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master Schedule planning, as well as planning for productions and events around the arts to showcase scheduled within the schoolwide calendar.	Policy and Process	08/05/2015	05/25/2017	\$0 - No Funding Required	Principal, instructors, and SBDM council

## Goal 3:

SY 2016-2017

© 2017 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

# Comprehensive School Improvement Plan

Boston School

Increase the average elementary combined reading and math proficiencies for non-duplicated gap students by 8% from 2016 to 2017 and middle school combined reading and math proficiencies by 5% 2016 to 2017.

## Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 55.9 in 2016 to 70.5 in 2017 and the combined middle school reading and math scores from 56.7 in 2016 to 71.7 in 2017 by 05/20/2017 as measured by state KPREP assessment.

## Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their needs. In addition, data dashboard will be used to track student data trends and monitor progress. This data will be reviewed regularly within individual and PLC teams.

Category: Continuous Improvement

Research Cited: Jensen, Marzano

Activity - Integration of resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, Accountability Partner Program for novice and at-risk students and other school funding) to develop appropriate intervention services for students.	Academic Support Program Policy and Process	08/05/2015	05/25/2017	\$0 - No Funding Required	principal, SBDM council, district

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

## Goal 1:

Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.

## Measurable Objective 1:

demonstrate a proficiency increase in combined elementary reading and math scores from 55.9% to 70% and middle school combined reading and math scores from 62.8% to 69.2% by 05/19/2017 as measured by 2017 KPREP assessment.

## Strategy1:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data regularly as needed. Interventionists will lead and facilitate the RTI process for reading, math, writing, and behavior. Each interventionist or lead will provide support and training as needed for the classroom teachers. Teams will work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for

# Comprehensive School Improvement Plan

Boston School

identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - Targeted Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA reading interventionist will serve the lowest performing students based on the most current data. In addition, the interventionist will facilitate the monitoring of the reading RTI for all students in each tier.	Academic Support Program	08/10/2016	05/19/2017	\$41000 - Read to Achieve	RTA Interventionist, Principal, Instructional Coach, PLC teams

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team has been developed to monitor and support the RTI process for Reading, Math, Writing, and Behavior. Monthly progress will be reviewed and shared through PLC team meetings with all staff working with each student in the tier process.	Academic Support Program	08/10/2016	05/19/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Instructional Coach, Math & Reading Interventionists, and all teachers

Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide math interventions for targeted students through the Math Achievement Fund grant (MAF). Intervention periods and through small group instruction are scheduled regularly with a math interventionist. Students scoring in the lowest stanines are served in small intervention groups by a highly trained math specialist. All students are grouped for math interventions based on MAP, K-Prep, and classroom assessments. PLC teams meet weekly to review intervention strategies and individual student data. These groups are analyzed and refined as needed.	Academic Support Program	08/05/2015	05/19/2017	\$41000 - Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Classroom level rewards for positive behavior including class dojo parties and mid-term middle school Fun Fridays to reward positive behavior. The Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/10/2016	05/19/2017	\$1500 - Other	All Boston School staff members

## Strategy2:

Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.

Category: Learning Systems

Research Cited: RTA project, state ELA network, Lucy Calkins, Fountas & Pinnell,

# Comprehensive School Improvement Plan

Boston School

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/05/2015	05/19/2017	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Academic Support Program	08/05/2015	05/19/2017	\$41000 - Read to Achieve	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources. Intervention teachers participated in Leveled Literacy Interventions Training. Co-teaching teams participated in training on the implementation of co-teaching strategies.	Professional Learning	08/05/2015	05/19/2017	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

### Strategy3:

Best Practice, High Quality Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. This data will be used to determine the level of effective instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, Compass, and classroom assessments will be utilized.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	District, teachers, principal, instructional coach

# Comprehensive School Improvement Plan

Boston School

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Teachers, principal, instructional coach

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices through regular learning walks.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators,

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucy Calkins writing program K-6.	Career Preparation/ Orientation Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

## Strategy4:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies. The primary focus in the professional learning communities is the creation and implementation of rigorous instruction and assessment for all students. In addition, PLC groups will monitor and implement intervention groups, strategies, and outcomes making necessary adjustments immediately upon identification.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process, Marzano Best Practice Instruction

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

# Comprehensive School Improvement Plan

Boston School

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDCs, MDCs, and PBLs to provide teachers with a bank of instructional resources designed to deliver rigorous instruction. In addition teachers will work in PLC teams to develop and refine curriculum and instructional resources aligned to the rigor and expectations of KCAS.	Academic Support Program	08/05/2015	05/19/2016	\$0 - Other	Principal, SBDM council, instructional coach, teachers

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

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

**Goal 1:**

All incoming Kindergarten students will be screened for kindergarten readiness using the Brigance screener.

**Measurable Objective 1:**

100% of Kindergarten grade students will collaborate to take the Brigance Screener in Practical Living by 09/30/2016 as measured by 100% completion of the incoming students screened on Brigance.

**Strategy1:**

Data Analysis - PLC team of early primary will collaborate to analyze the data from the Brigance Screener and determine instructional programs, interventions, and enrichments needed.

Category: Early Learning

Research Cited: Curriculum Associates, Marzano, Dufour

Activity - Data Teams/PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data analysis will determine instructional support and grouping needed for early Kindergarten instruction.	Academic Support Program	07/24/2017	08/10/2017	\$0 - No Funding Required	Kindergarten staff, interventionist, Instructional coach, Principal

**Strategy2:**

Brigance Training - Specific staff will be trained in the administration of the Brigance screener.

Category: Professional Learning & Support

SY 2016-2017



# Comprehensive School Improvement Plan

Boston School

Research Cited: Curriculum Associates

Activity - Brigance Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Specified staff will be trained in the administration of the Brigance Screener.	Professional Learning	12/16/2016	06/30/2017	\$0 - No Funding Required	Kindergarten staff, Principal, Literacy specialist

### Strategy3:

Kindergarten Jumpstart Program - Entering Kindergarten students will be invited to attend a Jumpstart program where all entering students will be screened using the Brigance. In addition, there will be other activities implemented that will facilitate familiarity with the school and personnel. The intent will be to ease the transition to school, foster parental involvement, and gather data that will be used to make instructional decisions for students.

Category: Early Learning

Research Cited: GLASCOE, FRANCES PAGE Ph.D., Marzano, Clay

Activity - Kindergarten Jumpstart Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the last two weeks before school begins, students will be invited to participate in the Jumpstart Program where the Brigance Kindergarten screener will be administered. Other activities will be offered that will facilitate the gathering of data and familiarize students with the school, school personnel, and daily structures prior to the first day.	Academic Support Program	07/24/2017	08/10/2017	\$900 - School Council Funds	Kindergarten staff, Principal,

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

### Goal 1:

All incoming Kindergarten students will be screened for kindergarten readiness using the Brigance screener.

### Measurable Objective 1:

100% of Kindergarten grade students will collaborate to take the Brigance Screener in Practical Living by 09/30/2016 as measured by 100% completion of the incoming students screened on Brigance.

### Strategy1:

Kindergarten Jumpstart Program - Entering Kindergarten students will be invited to attend a Jumpstart program where all entering students will be screened using the Brigance. In addition, there will be other activities implemented that will facilitate familiarity with the school and personnel. The intent will be to ease the transition to school, foster parental involvement, and gather data that will be used to make instructional decisions for students.

Category: Early Learning

Research Cited: GLASCOE, FRANCES PAGE Ph.D., Marzano, Clay

# Comprehensive School Improvement Plan

Boston School

Activity - Kindergarten Jumpstart Summer Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the last two weeks before school begins, students will be invited to participate in the Jumpstart Program where the Brigance Kindergarten screener will be administered. Other activities will be offered that will facilitate the gathering of data and familiarize students with the school, school personnel, and daily structures prior to the first day.	Academic Support Program	07/24/2017	08/10/2017	\$900 - School Council Funds	Kindergarten staff, Principal,

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

**Goal 1:**  
Increase the averaged elementary combined reading and math proficiency ratings from 55.9% in 2016 to 70.% in 2017 and middle school averaged combined reading and math proficiencies from 62.8 in 2016 to 69.2% in 2017.

**Measurable Objective 1:**  
demonstrate a proficiency increase in combined elementary reading and math scores from 55.9% to 70% and middle school combined reading and math scores from 62.8% to 69.2% by 05/19/2017 as measured by 2017 KPREP assessment.

**Strategy1:**  
Literacy instructional planning - Access and disseminate resources to support literacy instruction/planning.  
Category: Learning Systems  
Research Cited: RTA project,state ELA network, Lucy Calkins, Fountas & Pinnell,

Activity - Flexible guided reading groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
teachers meet to analyze student evidence (MAP, DRA, Lexia, Reading Plus, teacher progress monitoring, unit assessments) and learning to determine instructional improvements. Flexible differentiated guided reading groups in grades k-5 are formulated according to data to address the instructional needs of students.	Academic Support Program	08/05/2015	05/19/2017	\$41000 - Read to Achieve	title I, RTA staff, interventionist, guided reading teachers, teachers, principal, instructional coach

Activity - Writing Program Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use the writing program review process, Lucy Calkins assessments, and other evidence in PLC meetings to determine if the school literacy/writing plans are effective.	Academic Support Program	08/05/2015	05/19/2017	\$2500 - Title I School Improvement (ISI)	Curriculum, Instruction and Assessment Committee, Principal, teachers, instructional coach, SBDM council

# Comprehensive School Improvement Plan

Boston School

Activity - Professional development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Consult available resources to support literacy planning, professional learning, and interventions such as ELA network resources, RTA newsletters and webinars, Early Interventions in Reading resources, Orton-Gillingham, and other literacy resources. Intervention teachers participated in Leveled Literacy Interventions Training. Co-teaching teams participated in training on the implementation of co-teaching strategies.	Professional Learning	08/05/2015	05/19/2017	\$41000 - Read to Achieve	RTA staff, title I staff, principal, PLC, SBDM council, instructional coach, teachers

## Strategy2:

Professional Learning Communities - Curriculum design teams in PLC's examine lesson planning documents, standard alignment, pacing, formative and summative assessment data and make data informed instructional decisions based upon the data analysis. Professional learning is embedded throughout the year to build capacity in math and reading strategies. The primary focus in the professional learning communities is the creation and implementation of rigorous instruction and assessment for all students. In addition, PLC groups will monitor and implement intervention groups, strategies, and outcomes making necessary adjustments immediately upon identification.

Category: Professional Learning & Support

Research Cited: Dufour's PLC process, Marzano Best Practice Instruction

Activity - Curriculum Design Teams	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue curriculum design teams in PLC's to analyze curriculum for gaps, make necessary adjustments to curriculum guides, and adjust pacing guides for planned versus implemented versus attained curriculum.	Professional Learning	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, PLC grade level teachers

Activity - Data Analysis Team Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Learning Community teams will analyze school-wide and student grade level data in math and reading to determine needed instructional improvements and then develop individual student intervention plans/folders.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, School counselor, Grade level teacher teams, intervention staff, 21st century staff

Activity - KCAS implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Support and monitor implementation of KCAS through development and implementation of reading and math curricular documents and pacing guides. Provide KCAS aligned instructional resources, such as Common Core Curriculum coach resources, LDCs, MDCs, and PBLs to provide teachers with a bank of instructional resources designed to deliver rigorous instruction. In addition teachers will work in PLC teams to develop and refine curriculum and instructional resources aligned to the rigor and expectations of KCAS.	Academic Support Program	08/05/2015	05/19/2016	\$0 - Other	Principal, SBDM council, instructional coach, teachers

# Comprehensive School Improvement Plan

Boston School

## Strategy3:

Best Practice, High Quality Classroom Instructional Practices - Through teacher walk-throughs, PLC meetings, examination of student work, displays of student quality work, PGES informal and formal observations, classroom visits, and teacher conferences, written and verbal guiding feedback will be provided to teacher in an effort to improve instructional practices.

Category: Continuous Improvement

Research Cited: Dufour, Danielson, Marzano

Activity - Monitoring Instructional Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ensure teachers implement curriculum best practices for instruction and assessment; support and monitor instructional planning with an emphasis on rigor and standard alignment, math curriculum foci areas, and vertical learning progressions to determine the effectiveness of instruction. Monitor teacher questioning for alignment to standards, open-endedness, levels of rigor, and text-dependent for total participation techniques and use of formative assessment practices through regular learning walks.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Principal, Instructional Coach, Teachers, District Level Administrators,

Activity - Quality Student Work	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement the PLC process to develop rigorous assessment questions, strong rubrics, and teacher models to ensure rigor and alignment. Focus on criteria for success and displaying student quality written work-the expectation that students will keep working on the writing task until they reach the highest level on the rubric by teachers providing guiding feedback.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	Teachers, principal, instructional coach

Activity - Goal Setting	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue to implement goal-setting meetings in which teachers or staff members work with students on setting appropriate goals. Students will complete goal setting sheets to take with them while testing so that they can record their score immediately. Assist students in developing appropriate plans to achieve set goals. Implement Lucy Calkins writing program K-6.	Career Preparation/ Orientation Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	teachers, counselor, instructional coach, principal, media specialist, interventionist

# Comprehensive School Improvement Plan

Boston School

Activity - Benchmark Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
To create a data informed system for interventions and instruction, MAP benchmark assessments will be given 3 times during the school year to monitor student performance/growth. This data will be used to determine the level of effective instruction and the level of mastery toward meeting the intent of the targeted standards. Data from Lexia, Reading plus, Compass, and classroom assessments will be utilized.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	District, teachers, principal, instructional coach

## Strategy4:

Response to Intervention/KSI - Establish a school intervention team (leadership committee) that will examine academic and behavioral data regularly as needed. Interventionists will lead and facilitate the RTI process for reading, math, writing, and behavior. Each interventionist or lead will provide support and training as needed for the classroom teachers. Teams will work in grade level PLC groups to analyze student achievement by gap groups relative to K-Prep, MAP, and school assessments. Identify student instructional grouping by RIT bands per MAP assessments to target specific skills for intervention and acceleration for GAP identified individual students. Provide targeted interventions for identified at-risk GAP students through intentional groupings across grade level teams.

Category: Learning Systems

Research Cited: KSI

Activity - Guidelines for Success	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue with positive behavior interventions/supports, guidelines for success, and the Boston Best culture. Classroom level rewards for positive behavior including class dojo parties and mid-term middle school Fun Fridays to reward positive behavior. The Treasure Island program will be implemented in the last quarter to celebrate behavior and positive choices.	Behavioral Support Program	08/10/2016	05/19/2017	\$1500 - Other	All Boston School staff members

Activity - Targeted Reading Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RTA reading interventionist will serve the lowest performing students based on the most current data. In addition, the interventionist will facilitate the monitoring of the reading RTI for all students in each tier.	Academic Support Program	08/10/2016	05/19/2017	\$41000 - Read to Achieve	RTA Interventionist, Principal, Instructional Coach, PLC teams

Activity - Targeted Math Interventions (MAF grant)	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide math interventions for targeted students through the Math Achievement Fund grant (MAF). Intervention periods and through small group instruction are scheduled regularly with a math interventionist. Students scoring in the lowest stanines are served in small intervention groups by a highly trained math specialist. All students are grouped for math interventions based on MAP, K-Prep, and classroom assessments. PLC teams meet weekly to review intervention strategies and individual student data. These groups are analyzed and refined as needed.	Academic Support Program	08/05/2015	05/19/2017	\$41000 - Math Achievement Fund	Principal, instructional coach, teachers, math interventionist

# Comprehensive School Improvement Plan

Boston School

Activity - RTI Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
An RTI team has been developed to monitor and support the RTI process for Reading, Math, Writing, and Behavior. Monthly progress will be reviewed and shared through PLC team meetings with all staff working with each student in the tier process.	Academic Support Program	08/10/2016	05/19/2017	\$0 - No Funding Required	Principal, Guidance Counselor, Instructional Coach, Math & Reading Interventionists, and all teachers

The school identified specific strategies to address subgroup achievement gaps.

## Goal 1:

Increase the average elementary combined reading and math proficiencies for non-duplicated gap students by 8% from 2016 to 2017 and middle school combined reading and math proficiencies by 5% 2016 to 2017.

## Measurable Objective 1:

demonstrate a proficiency increase in the combined math and reading scores for the elementary gap population from 55.9 in 2016 to 70.5 in 2017 and the combined middle school reading and math scores from 56.7 in 2016 to 71.7 in 2017 by 05/20/2016 as measured by state KPREP assessment.

## Strategy1:

Progress Monitoring - Student achievement for gap groups will be monitored throughout the year. Teachers will be aware of the GAP groups in their classroom and prepare intervention materials to help address their needs. In addition, data dashboard will be used to track student data trends and monitor progress. This data will be reviewed regularly within individual and PLC teams.

Category: Continuous Improvement

Research Cited: Jensen, Marzano

Activity - After-School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring sessions in reading and math will be offered for targeted students after school each week.	Academic Support Program	10/24/2016	05/12/2017	\$5000 - Other	Principal and select teachers

# Comprehensive School Improvement Plan

Boston School

Activity - Research-Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Research-based specially designed instruction and co-teaching strategies will be used in co-teaching settings and these strategies will be the primary means of direct instruction in the resource classroom. These strategies will be shared in PLC meetings and monitored through classroom observations and walkthroughs. Identified co-teaching teams participated in a co-teaching cohort which will provide support and assistance to refine co-teaching strategies and improve instruction for all students. New and experienced co-teaching teams participated in co-teaching training focused on instructional strategies for co-teaching. In addition, math strategies will be shared by the MAF teacher through PLC and staff meeting time as well as the modeling of instructional strategies of research-based math instruction. These strategies will also be monitored through school and district walkthroughs and refined through the PLC process.	Direct Instruction	08/05/2015	05/25/2017	\$41000 - Math Achievement Fund	teachers, special education staff, MAF teacher, principal, instructional coach, district staff

Activity - Instructional Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC teams will develop targeted student intervention services including technology resources such as Study Island, Lexia, Reading Plus, Compass, EIR, Math Perspectives, Moby Max, Apex Learning & Apex tutorials, essential skills, etc. We will continue to investigate other activities such as using personal technology device to access learning programs at home, on the bus or at school.	Academic Support Program Tutoring	08/05/2015	05/25/2017	\$80 - School Council Funds \$41000 - Read to Achieve \$2500 - District Funding \$4200 - School Council Funds \$41000 - Math Achievement Fund	principal, 21st century director, title I, teachers, MAF Interventionist, RTA teacher

Activity - Data Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to work in PLC groups to develop data informed systems using multiple sources and points of data and data analysis including data walls, student goal setting, and student data folders. PLC groups will design a review format for making on-going modifications to instruction based upon this data. Data will be monitored through class growth reports and data collection then used to develop targeted student intervention plans to be implemented before/after and embedded throughout the school day schedule. In addition, all teachers will develop and monitor student growth goals for an identified class around an enduring skill.	Academic Support Program	08/05/2015	05/25/2017	\$0 - No Funding Required	intervention staff, RTA, title I, teachers, principal, instructional coach, 21st century staff

# Comprehensive School Improvement Plan

Boston School

Activity - Special Education PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education Teachers will participate in Special Education focused PLCs focused on data analysis of non-duplicated GAP students' data and the development of strategies to address the specific needs based on collected data including best-practice instructional strategies, co-teaching strategies, and relationship building. Training required to implement these strategies will be identified through PLC meetings and addressed as needed.	Policy and Process	08/05/2015	05/25/2017	\$0 - No Funding Required	Principal, Special Education Staff, Counselor, Instructional Coach, District Staff

Activity - Integration of resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Identify ways to integrate programs and funding (title I, RTA, MAF grant, 21st century, FRYSC, ESS, Accountability Partner Program for novice and at-risk students and other school funding) to develop appropriate intervention services for students.	Policy and Process Academic Support Program	08/05/2015	05/25/2017	\$0 - No Funding Required	principal, SBDM council, district

**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:**

All students at Boston School will complete proficient writing samples in all three types of writing: Narrative, Argumentative, and Informational

**Measurable Objective 1:**

90% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in publishing Narrative, Argumentative, and Informational writing samples. in English Language Arts by 05/29/2015 as measured by proficient samples in writing folder.

**Strategy1:**

Writing to Proficiency - Teachers will complete embedded professional development in the three writing forms. Collegial partners within grade bands will work through PLC's with one another and the instructional coach to examine criteria for success and student samples to determine appropriate plans of action to move each and every student to proficiency.

**Category:**



# Comprehensive School Improvement Plan

Boston School

Research Cited:

Activity - Lucy Calkins Units of Study Writing Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained through PLC and webinar work to implement a writing program based on Lucy Calkins's work and using the resources from her Units of Study Program. Teachers will work to develop and incorporate instructional strategies and curriculum into the existing ELA framework and pacing currently established.	Professional Learning	11/10/2014	05/20/2016	\$2500 - Title I Schoolwide	Principal, Instructional Coach, teachers

Activity - Teacher Training on Writing forms	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded professional development using the Lucy Calkins curriculum and other best-practice writing strategies. This will be primarily accomplished through professional learning communities.	Academic Support Program	08/07/2013	05/25/2017	\$0 - Other	Principal, Instructional Coach, and grade level teachers

Activity - Analysis of Student Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through PLC team level work and faculty learning walks, teachers will analyze student writing providing feedback for growth and areas of strength.	Academic Support Program	10/10/2016	05/25/2017	\$0 - No Funding Required	Principal, Instructional Coach, and certified staff

## Measurable Objective 2:

100% of Sixth, Seventh and Eighth grade students will complete a portfolio or performance of activities using College Board Springboard writing activities in English Language Arts by 05/25/2017 as measured by lesson plans and informal/formal walk-throughs and teacher observations..

## Strategy1:

College Board Springboard - Teacher will complete professional development from College Board Springboard on how to implement activities into classroom instruction.

Category:

Research Cited:

Activity - College Board Springboard	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development from College Board Springboard program	Professional Learning	06/13/2012	05/20/2016	\$4500 - District Funding	Principal and ELA middle school teacher

## Goal 2:

All elementary students will be provided instruction on the 14 career clusters.

# Comprehensive School Improvement Plan

Boston School

## Measurable Objective 1:

80% of Fifth grade students will demonstrate a proficiency of the 14 career clusters in Practical Living by 05/29/2015 as measured by 5th grade scoring rubrics..

## Strategy1:

College and Career Readiness Activity - All students by the end of their 5th grade year, will have completed activities as documented in teacher lesson plans on the 14 career clusters.

Category: Career Readiness Pathways

Research Cited:

Activity - College and Career Readiness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instruction on the 14 career clusters embedded through guidance class time for 5th grade students.	Career Preparation/Orientation	08/07/2013	05/30/2014	\$100 - General Fund	Guidance Counselor

## Goal 3:

All elementary students will have instruction in all four arts areas.

## Measurable Objective 1:

complete a portfolio or performance event in all four art disciplines each year of elementary school by 05/25/2017 as measured by Lesson plans and school schedule.

## Strategy1:

Master Schedule - The master schedule will be planned in collaboration with teachers to ensure allotted time for instruction in art disciplines.

Category: Integrated Methods for Learning

Research Cited:

Activity - Master Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Master Schedule planning, as well as planning for productions and events around the arts to showcase scheduled within the schoolwide calendar.	Policy and Process	08/05/2015	05/25/2017	\$0 - No Funding Required	Principal, instructors, and SBDM council

## Goal 4:

All middle school students will have an opportunity to explore one arts area in more detail to develop a specialized skill.

## Measurable Objective 1:

100% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency in specialized content for one arts area. in Art & Humanities by 05/25/2017 as measured by course attendance.

# Comprehensive School Improvement Plan

Boston School

## Strategy1:

Surveying students - A survey will be given to all upcoming 6th, 7th, and 8th graders to determine arts area that students would be interested in pursuing.

Category: Learning Systems

Research Cited:

Activity - Surveying Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Survey all upcoming 6th, 7th, and 8th grade students to tabulate arts area that they would like to receive specialized instruction in.	Policy and Process	03/01/2016	05/25/2017	\$0 - No Funding Required	Principal

## Goal 5:

All students will be on track to graduate College and Career Ready.

## Measurable Objective 1:

demonstrate a proficiency increase in the number of students that are college and career ready by 05/19/2017 as measured by 8th grade KPREP achievement results.

## Strategy1:

College and Career Ready - Develop, promote, and implement Operation Preparation for 8th grade students. Provide professional development through the counseling cadre and district meetings. School leadership professional learning community will meet regularly to discuss strategies and activities that will focus on College and Career readiness. Our FRYSC schedules the KEES van to visit Boston students. Students receive training on KEES scholarship money and log into accounts with a KEES representative.

Category: Career Readiness Pathways

Research Cited:

Activity - College and Career Exploration	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle school students will have the opportunity to experience a college visit as well as a career option such as a factory, office, technical school etc. These visits will be designed to give students multiple opportunities to explore multiple career opportunities.	Career Preparation/ Orientation	11/09/2016	05/19/2017	\$400 - District Funding	Guidance counselor, principal, District College and Career Coordinator

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Operation preparation activities will be planned during the spring of 2017 to relate toward career awareness. During the spring event community members will come to the designated location and meet with students as indicated by the student ILP completion.	Career Preparation/ Orientation	03/01/2016	05/19/2017	\$200 - Other	FRYSC, Guidance counselor, district staff, District College and Career Coordinator

# Comprehensive School Improvement Plan

Boston School

Activity - ILP Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students 6th through 8th will develop and maintain an Individual Learning Plan to help determine steps, goals, and plans related to becoming college and/or career ready.	Career Preparation/Orientation	08/10/2016	05/19/2017	\$0 - No Funding Required	Principal, Guidance Counselor

Activity - Guidance class	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development activities will be provided to the guidance counselor by the counseling cadre and district staff related to college and career readiness. Counselor will implement college and career sessions with 8th grade students. The guidance counselor will facilitate career programs including the Boston Alumni career day where former students return to share their successful careers. The counselor will work with middle school teachers to implement an in-school job program for 8th grade students. Counselor will hold planning/ILP meetings with middle school students.	Academic Support Program	08/05/2015	05/19/2016	\$0 - No Funding Required	guidance counselor, district staff, 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?**

Boston is a rural community-based school located in the heart of the Boston community. The school has grown steadily over the past 4 years from approximately 253 students in 2013 to a current year enrollment of 333 students. This growth is attributed to the continued academic success and the strong, positive culture within the school and community. Boston School is entrenched with tradition, values and high expectations for learning and performance. Our student population includes kindergarten through the eighth grade. Our teaching staff consists of 28 certified staff members and 9 classified members. Together, they strive to help students reach proficiency by providing all students with a quality education through a variety of programs, services and activities. Within the past five years, Boston School's free and reduced lunch program has continued to grow to approximately 63%. Beginning with the school year, 2015-2016, our school qualified for and participates in the federal program for 100% of our students eligible to receive free lunch and breakfast. With the job market becoming more challenging for the members of the community, we have experienced more financial need of our constituents.

Our PTA and Family Resource and Youth Service Center program play integral roles for our school by providing volunteers, resources, funding and parental support. Daycare services for school-aged children are offered to parents through our Yellow Jacket Center. Boston School does not contain a pre-school program within the school building but students in the community are able to attend the district Early Learning Center that contains a preschool program. Since this is located about 25 miles away, a smaller percentage of our students attend. This has resulted in about 48.3% of our kindergarten students being classified as "ready" according to the state screener-Brigance. Because of this, Boston worked hard to become the site of the Toyota Born Learning Academies, which provide 6 parent workshops for parents of children ages 0-5 to help provide more academic resources to parents and community members before students enter school. In addition, Boston School offers 6 alumni workshops for parents who have participated in previous Born Learning Academies. Middle school students are in the tenth year of implementation of athletic and academic activities. Since our students live in a very rural area with lack of these enrichment activities readily available, members of our staff work diligently to provide after-school activities to our students. Boston School has now added a BETA club, FCA club, Middle School Band program, girls' and boys' basketball, girls' volleyball, middle school football, archery for 4th-8th graders, cheerleading, STLP club, elementary and middle school academic teams, and elementary and middle school Future Problem Solving Teams. Specific leadership opportunities are available for 7th & 8th grade students including a schoolwide job program and specialized trips for college and career readiness. Each year, new opportunities are developed based upon student interest and need.

## **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.**

The mission of Boston School is to develop life-long learners in collaboration with the community.

The vision statement is "Because Education Equals Success"

We believe:

B-uilding relationships with student, staff, families, and community helps remove barriers to learning because "together is better." (Covey's 6th Habit-synergize)

E-veryone can be successful when effective , varied, and researched based instructional practices are utilized.

L-earning occurs from access to all types of education and "Boston Best" achievements are recognized and celebrated throughout the year.

I-mplementing a balanced assessment practice provides meaningful feedback.

E-xpectations influence achievement so that we can "begin with the end in mind." (Covey's 2nd Habit)

V-isiting the school improvement plan and mission, vision , beliefs regularly help maintain a focus on teaching and learning. (Covey's 3rd Habit- "Put first things first.")

I-mplementing a rigorous, intentional, and aligned curriculum prepares students to be college and career ready. (Covey's 1st Habit)

N-urturing a safe school environment creates an environment conducive to learning. (Covey's 3rd Habit- Put first things first.)

G-rowing leadership capacity throughout the school community supports a climate of collaboration and growth-mindsets. (Covey's 4th Habit- "Think win-win")..

While we are not a Leader in Me school, many of beliefs center around developing leadership within our students. We provide leadership opportunities for students through service work weekly for 7th and 8th grade students, student leadership teams in the middle school, and student groups who facilitate school-wide news daily. We have also implemented the OLWEUS anti-bullying program this year school-wide. An integral part of this program is the OLWEUS Bullying Prevention Committee comprised of classified and certified staff representing all levels within the school, FRYSC, the guidance counselor, principal, and a parent. We will add student representatives. Upon the initiative of a student leader, we have also piloted a mentor program for girls in 5th grade partnering with specific 8th grade girls.

Each year, Boston stakeholders develop a school theme that correlates to our beliefs. The 2016-2017 school theme is COMMUNITY. Each month of the school year is named with a separate theme (Citizenship,Overcoming Making a Difference, Manners, Understanding, Network, Investing in Your Future,Teamwork, & Yet) of focus.



## **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.**

2016- Boston Middle School received a Distinguished rating.

2015- Both Boston Elementary (93rd percentile) and Boston Middle (95th percentile) achieved Distinguished ratings.

2015- Boston Middle is a School of Distinction.

2015 - Awarded Math Achievement Fund (MAF) grant.

2015- State accountability scores in the top 10% of the state.

2015- Top scoring elementary and middle school in the district

2014- Both Boston Elementary and Boston Middle maintained proficient ratings.

2014- Boston Middle School scores were in the 86th percentile with achievement scores up 3.2 points from 82 to 85.2.

2014- Composite EXPLORE results for 2013-2014 were 16.1 which is above both the state and local average. 2014 results are up at 16.3.

## **Additional Information**

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

Boston School's data shows continued success in academic data for the middle school over the past three years. Third and 5th grade achievement data continues to demonstrate success. Staff continues to work diligently to enhance instruction and provide rigorous learning opportunities and rigorous assessments.

In addition, Boston hosts Camp Invention during the summer to provide an opportunity to engage students in critical thinking skills based on STEM. This camp has partnered with the 21st Century program to provide students with a minimum of 4 weeks during the summer designed to engage students in academic pursuits based on STEM as well as diminish the regression of academic skills that may occur over the extended summer break. Kindergarten Jumpstart is hosted the week before school begins to orient incoming kindergarten students to the school and also collect academic data in order to further enhance a purpose driven curriculum. To further engage families and foster parent and family involvement, Boston has implemented "Parent University" nights where parents may engage in learning activities, based on various themes, with their children. In partnership with FRYSC, Boston has implemented the Watch Dog program to bring fathers into the school as volunteers during the school day. PTA has also partnered with the school to enhance the Back to School Bash for families and add a fall event to engage families during after-school hours.