



# Comprehensive School Improvement Plan

Taylor Elementary School  
Bracken County

140 Gibson Drive  
Brooksville, KY 41004

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## **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 2014. 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.

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# Executive Summary

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## **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.

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## **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?**

Taylor Elementary is located in Bracken County. Bracken County is located in northern Kentucky, along the Ohio River. It is bordered by Mason, Pendleton, Robertson and Harrison counties, and occupies 206 sq. miles in area. The population in the year 2000 was 8,279. We serve approximately 630 students in grades Preschool to 5th grade. The Bracken County School District currently has 75% of its students qualifying for free or reduced lunch. All certified staff meet the highly qualified status as defined by NCLB.

Taylor Elementary provides a diverse curriculum designed to meet the needs of all students and prepare them for the 21st century. Interventions are made available to all qualifying students following the RTI model. All students receive 50 minutes of library, physical education, music or art daily. Each student also received 60 minutes of computer lab time daily in which students work on specific skills, computer skills, research skills and or writing skills. Taylor Elementary also utilizes school wide math and reading programs to meet the needs of our students and the Common Core Standards.

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## 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.**

Taylor Elementary School's Mission Statement:

We are here to work as a team to encourage and support all students to achieve academic success and responsible citizen ship through a caring and nurturing environment.

All students receive a balanced education from certified staff members. Taylor Elementary has a full time counselor who provides classroom lessons and pull-out sessions with students in either one-on-one or small group settings. Taylor Elementary also has two part-time curriculum coaches who work with teachers on lesson planning, developing assessments and by directly instructing students. A full time interventionist is also on the staff. She provides interventions to those students who qualify. Taylor Elementary also has a pull-out gifted and talented program to help students grow in their area of giftedness. With all of these tools Taylor Elementary staff, and students help provide a balanced curriculum that will help prepare the students for middle, high and post-secondary school.

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## 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.**

Students at Taylor Elementary have received the following awards:

- ☪ Taylor Elementary Cheerleaders won 1st place in the 6th grade and under category.
- ☪ Academic Team students at Taylor have placed at the following competitions: Governor's Cup, Limestone Link, and Regionals.
- ☪ Students have won 1st place in writing competitions such as the AARP Grandparent's Essay Contest.
- ☪ Five 5th Graders qualified for the Honor Choir.
- ☪ All 5th Graders graduated from the DARE program.
- ☪ Elementary Track- Girls won 1st place and Boys won 2nd place
- ☪ Football- 1st Grade division won the Super Bowl for Northern Kentucky.

All teachers receive at least 24 hours of professional development yearly. This year teachers began implementing the CASL strategies and a new math curriculum. Taylor Elementary also provides ESS services for students in grades 1-5. The staff at Taylor is also revising the current RTI program to help meet the needs of a wider range of students. We are confident that these resources will further improve and enhance our instruction.

## **Additional Information**

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

Taylor Elementary School continues to strengthen its community ties through participation in various community events and advisory councils.

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## KDE Needs Assessment

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## **Introduction**

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

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## **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?**

We are trying to answer the following questions:

1. How can we increase proficiency levels in reading and math?
2. How can we decrease novice rates in reading and math?
3. How can we increase our language mechanics?
4. How can we decrease the gap between students who qualify for free and reduced lunch?

The data shows us that we are below state averages in regard to proficiency levels in reading and math.

The following is additional data compiled through the school improvement process:

36.5% of students are at the proficient rate in reading. This is 1 point below the state average.

35.6% of our students who qualify for free or reduced lunch are at the proficient rate in reading. This is 1.5 points below the state average.

29.4% of students are at the proficient rate in mathematics. This is .7 points below the state average.

28.1% of students who qualify for free or reduced lunch are at the proficient rate in math. This is 1.7 points below the state average.

66% of students are at the proficient rate in science. This is 5.6 points above the state average.

54.4% of students are at the proficient rate in social studies. This is 5.5 points above the state average.

29.8% of students are at the proficient rate in writing. This is 6.7 points above the state average.

## 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?**

Areas of strength:

1. 66% of students are at the proficient rate in science. This is 5.6 points above the state average.
2. 54.4% of students are at the proficient rate in social studies. This is 5.5 points above the state average.
3. 29.8% of students are at the proficient rate in writing. This is 6.7 points above the state average.
4. 43.3% of students with disabilities scored at the proficient rate in reading. This is 16.2 points above the state average.
5. 33.3% of students with disabilities scored at the proficient rate in mathematics. This is 13.4 points above the state average.
6. 67.3% of students who qualify for free or reduced lunch scored at the proficient rate in science. This is 7.8 points above the state average.
7. 50% of students with disabilities scored at the proficient rate in social studies. This is 20.3 points above the state average.
8. 51.9% of students who qualify for free or reduced lunch scored at the proficient rate in social studies. This is 3.3 points above the state average.

We are continuing to revise our current curriculum map to help students achieve at higher levels. Teachers are implementing CASL strategies in all grade levels. Interventions will be used in all grade levels to help bridge the gap and all students to perform on or above grade level. A schedule of grade level and staff meetings is in place to address classroom and/or content needs. The majority of team meetings will continue to be focused on assessment strategies and instructional avenues to meet our students' needs.

## Opportunities for Improvement

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

Reading and mathematics show a need for improvement in regard to proficiency levels. We will continue to use available resources such as: CASL, instructional coaches, reading and math consultants from the co-op and professional development to meet our goals. Data shows that students are scoring below the state in reading, math and language mechanics. Professional Development and coaching will be provided for all teachers of those contents.

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## **Conclusion**

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

The Taylor Elementary staff, along with the SBDM Council, is committed to improving instruction for all students. We will use research based strategies, programs and resources to address our deficiencies.

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# Taylor Elementary School

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## Overview

### Plan Name

Taylor Elementary School

### Plan Description

Comprehensive School Improvement Plan

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## 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	Measurable Objective	Total Funding
1	Increase the average reading proficiency rate from 36.5 in 2012 to 68.3 in 2017.	Objectives: 1 Strategies: 3 Activities: 3	Academic	43% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/30/2017 as measured by results of the K-Prep assessment..	\$35000
2	Increase the average math proficiency rate from 29.4 in 2012 to 64.7 in 2017	Objectives: 1 Strategies: 3 Activities: 3	Academic	A 37% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency all strands of mathematics in Mathematics by 05/24/2013 as measured by Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and interventio.	\$12000
3	All students at Taylor Elementary will be come proficient writers.	Objectives: 2 Strategies: 4 Activities: 4	Academic	37% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 05/24/2013 as measured by as measured by the KPREP assessment., 49% of Fourth grade students will demonstrate a proficiency language mechanics in English Language Arts by 05/24/2013 as measured by KPREP and MAP assessments.	\$80000

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4	All students at Taylor Elementary School will become proficient readers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	43% of Third, Fourth and Fifth grade students will demonstrate a proficiency reading in English Language Arts by 05/24/2013 as measured by KPREP results.	\$500
5	All students at Taylor Elementary School will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	37% of Third, Fourth and Fifth grade students will demonstrate a proficiency on assessments in Mathematics by 05/24/2013 as measured by KPREP results.	\$500

## Goal 1: Increase the average reading proficiency rate from 36.5 in 2012 to 68.3 in 2017.

### Measurable Objective 1:

43% of Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/30/2017 as measured by results of the K-Prep assessment..

### Strategy 1:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Research Cited: Best Practice research shows collaboration with others helps to increase student achievement.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	08/08/2012	05/24/2013	\$0	No Funding Required	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton

### Strategy 2:

Professional Development - Teachers will receive embedded on-going training to learn reading strategies, develop lessons that match the common core standards, and on the 5 components of reading. Teachers will learn about how to use mentor texts, close reading strategies and more.

Research Cited: Best practices show that developing reading strategies that are based on the 5 components of reading will lead to developing better readers.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive embedded on-going training to learn reading strategies, develop lessons that match the common core standards, and on the 5 components of reading. Teachers will learn about how to use mentor texts, close reading strategies and more.	Professional Learning	01/30/2013	08/01/2013	\$0	General Fund	Jennifer Maines, Bobbi Jo Brothers, Jane Walton, Cheryl Johnson

### Strategy 3:

Interventions - All students in grades K-5 will be tested through using the MAP assessment, reading fluency assessment like DIBELS and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.

Research Cited: Best Practice data shows that Response to Intervention is an effective strategy to aid students' in their learning.

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Activity - Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students in grades K-5 will be tested through using the MAP assessment, reading fluency assessment like DIBELS and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/07/2012	05/24/2013	\$35000	Title I Schoolwide	Jennifer Maines, Bobbi Jo Brothers, Brandi Sebastian

## Goal 2: Increase the average math proficiency rate from 29.4 in 2012 to 64.7 in 2017

### Measurable Objective 1:

A 37% increase of Third, Fourth and Fifth grade students will demonstrate a proficiency all strands of mathematics in Mathematics by 05/24/2013 as measured by Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and interventio.

### Strategy 1:

Math Training - Teacher will receive sessions on how to better instruct students using the "My Math" series.

Research Cited: Best Practice data shows that on-going professional development amongst teachers leads to better understanding of the content and therefore better instruction.

Activity - Math Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive on-going math training to help them better implement the "My Math" series.	Professional Learning	01/16/2013	05/24/2013	\$12000	Title I Schoolwide	Jennifer Maines, Bobbi Jo Brothers, Jane Walton, Cheryl Johnson

### Strategy 2:

Professional Development - Teachers will receive ongoing professional development to analyze the common core standards, devise and write a curriculum map that is horizontally and vertically aligned, and to develop strategies to teach math to all students.

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive ongoing professional development to analyze the common core standards, devise and write a curriculum map that is horizontally and vertically aligned, and to develop strategies to teach math to all students.	Professional Learning	01/09/2013	05/24/2013	\$0	General Fund	Jennifer Maines, Bobbi Jo Brothers, Jane Walton and Cheryl Johnson

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### Strategy 3:

Student Work Analysis - Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.

Research Cited: Best Practice data shows that collaboration amongst teachers leads to better understanding of the content and therefore better instruction.

Activity - Student Work Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	08/08/2012	05/24/2013	\$0	No Funding Required	Jennifer Maines, Bobbi Jo Brothers, Jane Walton, Cheryl Johnson

## Goal 3: All students at Taylor Elementary will be come proficient writers.

### Measurable Objective 1:

37% of Fourth and Fifth grade students will demonstrate a proficiency in writing in English Language Arts by 05/24/2013 as measured by as measured by the KPREP assessment.

### Strategy 1:

Writing Trainings - Teachers will receive on-going professional development to better understand the common core standards, to develop strategies, and to design lessons.

Research Cited: Best Practice data shows that on-going training helps teachers better design their instruction.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive on-going professional development to better understand the common core standards, to develop strategies, and to design lessons.	Professional Learning	08/06/2012	05/24/2013	\$0	No Funding Required	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton

### Strategy 2:

Writing Coaching - Teachers will plan lessons with instructional coaches. Instructional coaches will also model lessons for teachers so that they can implement them.

Research Cited: Best practices show that mentoring is a solid strategy to show improvement in teaching and instruction.

Activity - Writing Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Best practices show that mentoring is a solid strategy to show improvement in teaching and instruction.	Academic Support Program	08/07/2012	08/01/2013	\$40000	Title I Schoolwide	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
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### Strategy 3:

Writing Alignment - Teachers will receive training on writing common core standards, writing policies, writing procedures and writing plans. Teachers will then, work in groups to make changes to the existing policies, procedures and plans. The Writing Committee will draft a policy, a procedure and plan. This plan will be sent to SBDM to review.

Research Cited: Best Practice data shows that on-going training helps teachers better design their instruction. This training will also allow teachers to better understand the goal, the assessments so that they can better teach all strands of writing and types.

Activity - Writing Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on writing common core standards, writing policies, writing procedures and writing plans. Teachers will then, work in groups to make changes to the existing policies, procedures and plans. The Writing Committee will draft a policy, a procedure and plan. This plan will be sent to SBDM to review.	Policy and Process	01/09/2013	08/01/2013	\$0	No Funding Required	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton

### Measurable Objective 2:

49% of Fourth grade students will demonstrate a proficiency language mechanics in English Language Arts by 05/24/2013 as measured by KPREP and MAP assessments.

### Strategy 1:

Coaching - Teachers in 4th grade will work closely with the instructional coaches to plan and implement lessons that meet the common core standards. Teachers will also work together to devise assessments, provide feedback to students and provide interventions.

Research Cited: Research shows that coaching, assessment analysis and feedback are best practices in raising achievement rates.

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in 4th grade will work closely with the instructional coaches to plan and implement lessons that meet the common core standards. Teachers will also work together to devise assessments, provide feedback to students and provide interventions.	Professional Learning	08/08/2012	05/24/2013	\$40000	Title I Schoolwide	Jennifer Maines, Bobbi Jo Brothers, Jane Walton and Cheryl Johnson

## Goal 4: All students at Taylor Elementary School will become proficient readers.

### Measurable Objective 1:

43% of Third, Fourth and Fifth grade students will demonstrate a proficiency reading in English Language Arts by 05/24/2013 as measured by KPREP results.

### Strategy 1:

Assessment Protocol - Teachers will receive training on assessment design. Teachers will be in a book study using the book "Seven Strategies of Assessment." Teachers will use this book and training to revise the assessment policy. Teachers will meet in grade level teams. The teams will report to the assessment committee and the assessment committee will make recommendations to the SBDM.

Research Cited: Best Practice data shows that on-going training helps teachers better design their instruction.

Activity - Assessment Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on assessment design. Teachers will be in a book study using the book "Seven Strategies of Assessment." Teachers will use this book and training to revise the assessment policy. Teachers will meet in grade level teams. The teams will report to the assessment committee and the assessment committee will make recommendations to the SBDM.	Policy and Process	08/06/2012	08/01/2013	\$500	School Council Funds	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton

## Goal 5: All students at Taylor Elementary School will become proficient in mathematics.

### Measurable Objective 1:

37% of Third, Fourth and Fifth grade students will demonstrate a proficiency on assessments in Mathematics by 05/24/2013 as measured by KPREP results.

### Strategy 1:

Assessment Policy - Teachers will receive training on assessment design. Teachers will be in a book study using the book "Seven Strategies of Assessment." Teachers will use this book and training to revise the assessment policy. Teachers will meet in grade level teams. The teams will report to the assessment committee and the assessment committee will make recommendations to the SBDM.

Research Cited: Best Practice data shows that on-going training helps teachers better design their instruction.

Activity - Assessment Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will receive training on assessment design. Teachers will be in a book study using the book "Seven Strategies of Assessment." Teachers will use this book and training to revise the assessment policy. Teachers will meet in grade level teams. The teams will report to the assessment committee and the assessment committee will make recommendations to the SBDM.	Policy and Process	08/06/2012	05/24/2013	\$500	School Council Funds	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Assessment Policy	Teachers will receive training on assessment design. Teachers will be in a book study using the book "Seven Strategies of Assessment." Teachers will use this book and training to revise the assessment policy. Teachers will meet in grade level teams. The teams will report to the assessment committee and the assessment committee will make recommendations to the SBDM.	Policy and Process	08/06/2012	05/24/2013	\$500	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
Assessment Policy	Teachers will receive training on assessment design. Teachers will be in a book study using the book "Seven Strategies of Assessment." Teachers will use this book and training to revise the assessment policy. Teachers will meet in grade level teams. The teams will report to the assessment committee and the assessment committee will make recommendations to the SBDM.	Policy and Process	08/06/2012	08/01/2013	\$500	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
<b>Total</b>					\$1000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will receive embedded on-going training to learn reading strategies, develop lessons that match the common core standards, and on the 5 components of reading. Teachers will learn about how to use mentor texts, close reading strategies and more.	Professional Learning	01/30/2013	08/01/2013	\$0	Jennifer Maines, Bobbi Jo Brothers, Jane Walton, Cheryl Johnson
Professional Development	Teachers will receive ongoing professional development to analyze the common core standards, devise and write a curriculum map that is horizontally and vertically aligned, and to develop strategies to teach math to all students.	Professional Learning	01/09/2013	05/24/2013	\$0	Jennifer Maines, Bobbi Jo Brothers, Jane Walton and Cheryl Johnson
<b>Total</b>					\$0	

### Title I Schoolwide

## Comprehensive School Improvement Plan

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Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Interventions	All students in grades K-5 will be tested through using the MAP assessment, reading fluency assessment like DIBELS and classroom assessments. In combination these pieces of data will be used to recommend students for reading interventions. Interventions will be designed to fit each group.	Academic Support Program	08/07/2012	05/24/2013	\$35000	Jennifer Maines, Bobbi Jo Brothers, Brandi Sebastian
Coaching	Teachers in 4th grade will work closely with the instructional coaches to plan and implement lessons that meet the common core standards. Teachers will also work together to devise assessments, provide feedback to students and provide interventions.	Professional Learning	08/08/2012	05/24/2013	\$40000	Jennifer Maines, Bobbi Jo Brothers, Jane Walton and Cheryl Johnson
Math Training	Teachers will receive on-going math training to help them better implement the "My Math" series.	Professional Learning	01/16/2013	05/24/2013	\$12000	Jennifer Maines, Bobbi Jo Brothers, Jane Walton, Cheryl Johnson
Writing Collaboration	Best practices show that mentoring is a solid strategy to show improvement in teaching and instruction.	Academic Support Program	08/07/2012	08/01/2013	\$40000	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
<b>Total</b>					<b>\$127000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Alignment	Teachers will receive training on writing common core standards, writing policies, writing procedures and writing plans. Teachers will then, work in groups to make changes to the existing policies, procedures and plans. The Writing Committee will draft a policy, a procedure and plan. This plan will be sent to SBDM to review.	Policy and Process	01/09/2013	08/01/2013	\$0	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
Student Work Analysis	Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	08/08/2012	05/24/2013	\$0	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton

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Student Work Analysis	Teachers will collaborate to design common assessments and then will meet to analyze the pieces of student work. Deficiencies will be diagnosed to inform the classroom instruction. Results will be used to design both enrichment activities and intervention activities.	Professional Learning	08/08/2012	05/24/2013	\$0	Jennifer Maines, Bobbi Jo Brothers, Jane Walton, Cheryl Johnson
Professional Development	Teachers will receive on-going professional development to better understand the common core standards, to develop strategies, and to design lessons.	Professional Learning	08/06/2012	05/24/2013	\$0	Jennifer Maines, Bobbi Jo Brothers, Cheryl Johnson, Jane Walton
<b>Total</b>					\$0	