



KDE Comprehensive School Improvement Plan

Cawood Elementary School
Harlan County

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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 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.

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?

Cawood Elementary is a small school consisting of 317 students. It is named for its location in Cawood, KY, a small community in Harlan County on the southeastern border of Kentucky and southwestern Virginia. In the last several years enrollment has remained at an average of 315 students. Cawood is a coal mining community that has been adversely impacted by the recent legislation regarding the mining of coal. It is considered an economically deprived area with a strong family orientation grounded in the church for most of the students. It is a schoolwide Title I school based on the fact that approximately 90% of the students are on free/reduced lunches.

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 purpose of Cawood Elementary is to educate all students who enter our doors to the best of our abilities. Our mission statement is: Create a Way to Open Opportunities' Door. If a child can't learn the way we teach then we teach the way they learn. We adapt our instruction to meet the needs of individual students.

The school offers many programs for students. For K-3 we have the Reading Recovery Program and Comprehensive Intervention Model for students who have been identified as at-risk in reading. We have band for grades 7-8. We have the Response to Intervention Program to identify at-risk students in reading, writing, math and behavior. We developed individual learning plans for those students who have been identified as at-risk. For ages three through five we have a preschool K4 Program. We offer the opportunity to be on the Academic Team for grades 3-5 and 6-8. The FRYSC program provides many services for our economically deprived students such as: a mobile dental unit which visits students regularly, family reading night with guest speakers, After-school AR (Accelerated Reader), backpacks with food for the week-end, guest speakers for different subject areas within the curriculum such as arts and humanities and practical living career studies. We also offer an on-site Child and Family Interventionist who works with students' self-esteem, social skills, group therapy and individual counseling.

We have high expectations for our students. Our school in both elementary and middle consistently ranks among the top schools in our district on KPREP scores. Our faculty instructs our students in all areas of the Common Core Standards. We strive to teach the whole child both academically and emotionally.

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.

On the 2013-14 state assessment, our elementary students scored as a Proficient Progressing school with an Overall Accountability score of 66.2. We met all goals and met our AMO. Our elementary students were ranked fourth in the Harlan County school district on the K-PREP assessment for the 2013-14 school year. We have consistently climbed over the past three years from Needs Improvement /Progressing in 2011 to High Progressing in 2012 and now the ranking of Proficient Progressing. Math and Writing were our areas of improvement and we are making strides daily to improve in these areas. Our middle school has made a great increase this year. We went from a ranking of 17 to a ranking of 70 in the state. We were also classed as a Proficient Progressing school. We improved our Overall Accountability Score to 67, this is an improvement from last year. Math was also our middle score area of weakness. We are attempting to make improvements across our entire school in this area. We have added a Math Lab for all students in grades Kindergarten through 8th grade to reteach and reinforce the skills that their regular math class teaches. Hopefully this will help improve our deficits in this area.

Additional Information

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

The principal, staff and students are like a family at Cawood Elementary. We not only address the academic needs of our students but the intangible needs as well. If a child has a need, we try to meet that need whether it is academic, physical, emotional or economic. We truly care about the whole child. We strive to make sure all of our students know that we do care about each one of them. Very often they may just need a kind word, but there are others who need more than just a word or two and we try to meet those needs as well. If you could ask the students at our school how we feel about them they would respond with, "They care about how I feel. They love us and want us to succeed." We are proud of our students and want the very best for all of them.

Cawood Elementary School Comprehensive School Improvement Plan 2013-14

Overview

Plan Name

Cawood Elementary School Comprehensive School Improvement Plan 2013-14

Plan Description

This is the Comprehensive School Improvement Plan for Cawood Elementary School for the 2013-14 school year.

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 combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$300
2	Increase the percentage of students who are college and career ready from 24% to 68% by 2015.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
3	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 6	Organizational	\$60000
4	Increase the percentage of effective Principals from a percentage yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	Increase the percentage of effective teachers as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$500

Goal 1: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the overall proficiency of reading and math scores for Cawood Elementary by 6.2% in the elementary school and middle school by 05/08/2014 as measured by K-Prep.

Strategy 1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to common core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Curriculum Alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will collaborate to align Cawood Elementary curriculum to ELA and math common core standards to ensure student proficiency.	Academic Support Program	08/06/2013	05/08/2014	\$0	No Funding Required	SBDM; Principal; Title I, Special Education, Classroom Teachers

Activity - Disaggregation of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) and Explore test results to assess weaker areas of the curriculum and create or adjust lesson plans to address those weaker areas, specifically reading and math.	Academic Support Program	08/08/2013	05/08/2014	\$0	No Funding Required	Principal; Title I, Special Education and Classroom Teachers

Activity - Academic Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will create and utilize interdisciplinary units of study that incorporates multiple assessment data which allows for self-reflection by the students. Assessments are to include K-PREP format (multiple choice and open response) assessment items.	Academic Support Program	08/08/2013	05/08/2014	\$0	No Funding Required	Principal; Title I, Special Education and Classroom Teachers

Activity - K-3 Early Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers in K-3 will utilize Saxon Math, Saxon Phonics and Fountas & Pinnell reading programs as supplemental math and reading instruction to impact student math and reading scores moving those students to a higher level of proficiency.	Academic Support Program	08/08/2013	05/08/2014	\$300	General Fund	Principal; Title I and K-3 Teachers
Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to Rtl/KSI processes based on data, if needed.	Academic Support Program	08/06/2013	05/08/2014	\$0	No Funding Required	Principal; SIT Team
Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Prospective kindergarten students will be screened utilizing the DIAL-4 screener during the spring before enrolling at Cawood Elementary. This screener will be used to determine the student's readiness for kindergarten. Upon beginning the school year these students will also be screened using the Brigance screener for kindergarten to determine specific academic needs of the students.	Academic Support Program	04/07/2014	08/05/2014	\$0	No Funding Required	Principal; Special Education Teachers; Title I and Classroom Teachers
Activity - Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP and Explore assessment scores.	Academic Support Program	09/03/2013	05/08/2014	\$0	No Funding Required	Principal; Teachers

Goal 2: Increase the percentage of students who are college and career ready from 24% to 68% by 2015.

Measurable Objective 1:

collaborate to to increase the college and career ready percentage by 3.52 by 05/13/2014 as measured by EXPLORE assessment.

Strategy 1:

Academic and Career Advising - Teachers and guidance counselor will instruct students on career opportunities available to them.

Category:

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Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Career Advising	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school guidance counselor will support and promote student learning by monitoring individual learning plans (ILP) for students in grades 6-8. These plans will assist students in planning their education and career needs. The counselor and practical living/vocational studies teachers will use the Explore test results and Career Cruising to assist in the development of the ILP. The ILP will assist counselors and teachers in identifying students in need of intervention.	Career Preparation/Orientation	11/05/2012	05/13/2014	\$0	No Funding Required	Principal, Guidance Counselor

Activity - High School Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school guidance counselor and 8th grade teachers will utilize the Explore and K-PREP results to assist 8th grade students in making course selections for high school.	Career Preparation/Orientation	11/12/2012	05/09/2014	\$0	No Funding Required	Principal, guidance counselor and 8th grade teachers

Activity - Career Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in Career Day in which various professionals visit the school and speak to students regarding the requirements and aspects of their chosen profession.	Career Preparation/Orientation	09/03/2013	05/09/2014	\$0	No Funding Required	Principal; Teachers; FRYSC

Strategy 2:

Program Reviews - All teachers will collaborate to gather evidence as measured by the Program Review scores to improve student proficiency in: practical living/career studies; arts and humanities; writing and K-3 program.

Category:

Activity - Program Reviews	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review results of the practical living/career studies, arts and humanities, writing and K-3 program reviews and make improvements in instruction followed by monitoring.	Professional Learning	03/15/2013	06/30/2014	\$0	No Funding Required	Principals; Teachers

Goal 3: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

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Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings for free and reduced lunch students 5.75% by 05/08/2014 as measured by KPREP..

Strategy 1:

Best Practices - Teachers will utilize differentiated instruction for reading and math based on students' individual learning preferences.

Category:

Research Cited: This is Best Practices. This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Identification of Gaps and Performance Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Academic Support Program	09/26/2013	05/08/2014	\$0	No Funding Required	Principal and Teachers

Activity - K-3 Early Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-3 who are in danger of falling behind in reading will receive additional instruction utilizing the Reading Recovery and Comprehensive Intervention Model as well as Response to Intervention as identified by STAR Early Literacy and STAR Reading Assessments.	Academic Support Program	09/26/2013	05/08/2014	\$50000	Other	Principal and Teachers

Activity - Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers, which includes Title I and special education teachers, will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	Direct Instruction	09/26/2013	05/08/2014	\$0	No Funding Required	Principal and teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at-risk of falling behind will receive individualized interventions to meet specific academic goals. ESS teachers will provide supplemental instruction to these at-risk students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program	10/02/2013	05/09/2014	\$5000	Title I Schoolwide	Principal; ESS Teachers; Teachers

Activity - Renaissance Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will utilize Renaissance Software Programs in order to supplement reading and mathematics achievement by providing assessments and extra practice for all students. Programs included STAR Early Literacy, STAR Reading, STAR Math, Accelerated Reader and Accelerated Math.	Technology	08/08/2013	05/09/2014	\$5000	District Funding	Teachers

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Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After the completion of the spring screening parents and prospective kindergarten students will be allowed to tour the school to meet the kindergarten teachers and familiarize themselves with the school environment. All parents will be invited to attend various meetings throughout the school year which includes: Open House, Title I Parent Advisory Council meetings (in which parental input is sought), Parent/Teacher conferences, SIT/RtI Team meetings, special needs meetings, FRYSC meetings and parent classes, student recognition ceremonies and school programs such as Veteran's Day etc.	Parent Involvement	08/06/2013	05/08/2014	\$0	No Funding Required	Principal; Title I, special needs and classroom teachers

Goal 4: Increase the percentage of effective Principals from a percentage yet to be determined increase from the baseline data received from the first year of implementation and set in in 2015.

Measurable Objective 1:

collaborate to prepare and implement the Professional Growth Effectiveness System by 08/07/2015 as measured by data that is currently unavailable..

Strategy 1:

Professional Learning and Support - The Principal and teachers will utilize data from teacher observations and professional growth plans to improve teaching and student learning.

Category:

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal and teachers will develop Professional Growth plans based on self-reflection and student growth needs.	Professional Learning	08/08/2013	05/13/2016	\$0	No Funding Required	Principal; Teachers

Activity - Classroom Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal will implement an intentional schedule for classroom visits beyond scheduled classroom observations.	Professional Learning	10/25/2013	05/13/2016	\$0	No Funding Required	Principal

Activity - Re-evaluation Training: PGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In July 2014 the principal will participate in re-evaluation training regarding the effective use of the new District evaluation processes and forms.	Professional Learning	07/01/2014	07/31/2014	\$0	No Funding Required	Principal

Strategy 2:

Collect and Use of Data - The Principal (in collaboration with SBDM councils and teachers) will view and analyze the 2013 TELL Survey results disaggregated by the District Title 1 Coordinator and develop appropriate related strategies/activities, in particular those addressing working conditions within the school. The provided

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disaggregation includes highlighting of any Factor Average (Composite Rate of Agreement, Community Support and Involvement, Facilities and Resources, Instructional Practices and Support, Managing Student Conduct, Professional Development, School Leadership, Teacher Leadership, and Time) below State Average and its current trend as compared to 2012 results (below state average and dropping, below state average but improving, or below state average and no change). Any Factor Average or individual question within a Factor Average group that scored below State Average is to be considered within CSIP Strategies/Activities. By targeted weaknesses with a research-based action plan, school improvement has a statistically greater chance of occurring.

Category:

Research Cited: This strategy is recommended by KDE and its connected activity is provided by KDE's Office of Next Generation Learners.

Activity - TELL Survey (PGES)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Principal (in collaboration with SBDM councils and teachers) will view and analyze the 2013 TELL Survey results disaggregated by the District Title 1 Coordinator and develop appropriate related strategies/activities, in particular those addressing working conditions within the school. The disaggregation includes highlighting of any Factor Average (Composite Rate of Agreement, Community Support and Involvement, Facilities and Resources, Instructional Practices and Support, Managing Student Conduct, Professional Development, School Leadership, Teacher Leadership, and Time) below State Average and its current trend as compared to 2012 results (below state average and dropping, below state average but improving, or below state average and no change). Any Factor Average or individual question within a Factor Average group that scored below state Average is to be considered within CSIP Strategies and/or Activities.	Professional Learning	10/01/2013	05/15/2015	\$0	No Funding Required	Principals / SBDM / Teachers

Goal 5: Increase the percentage of effective teachers as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015.

Measurable Objective 1:

collaborate to prepare and implement the Professional Growth Effectiveness System (PGES) by 09/01/2015 as measured by data that is currently unavailable..

Strategy 1:

CIITS Plan for Training - CIITS training will enhance teachers' professional growth and therefore impact student achievement.

Category:

Activity - CIITS Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize CIITS, specifically PD 360 and the Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards outlined by TPGES.	Professional Learning	10/25/2013	05/13/2016	\$0	No Funding Required	Principals; Teachers

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Activity - Professional Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will set professional growth goals based on principal observation, self-reflection and student needs.	Professional Learning	10/25/2013	05/13/2016	\$0	No Funding Required	Principal; Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All administrators, teachers, and support staff will attend professional development provided by the school and district. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff. The Professional Development Plan will include: differentiated instruction, varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.), learning styles and multiple intelligences, integration of technology, Best Practices content specific Professional Development, Common Core Standards, Response to Intervention, Transactive and On-demand writing, Ky. state assessments, training on the math standards, CIITS, PD 360, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning	08/06/2013	05/08/2014	\$500	District Funding	Principal; Teachers
Activity - CIITS Lesson Plan- All District Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before 1/10/14, all teachers will create a lesson plan in CIITS as evidenced and documented by the principal. This activity was created by District Office personnel (The Curriculum Team) and the District principals.	Policy and Process	11/25/2013	01/10/2014	\$0	No Funding Required	Principal / Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Early Literacy	Students in grades K-3 who are in danger of falling behind in reading will receive additional instruction utilizing the Reading Recovery and Comprehensive Intervention Model as well as Response to Intervention as identified by STAR Early Literacy and STAR Reading Assessments.	Academic Support Program	09/26/2013	05/08/2014	\$50000	Principal and Teachers
Total					\$50000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 Early Learning	Teachers in K-3 will utilize Saxon Math, Saxon Phonics and Fountas & Pinnell reading programs as supplemental math and reading instruction to impact student math and reading scores moving those students to a higher level of proficiency.	Academic Support Program	08/08/2013	05/08/2014	\$300	Principal; Title I and K-3 Teachers
Total					\$300	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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TELL Survey (PGES)	The Principal (in collaboration with SBDM councils and teachers) will view and analyze the 2013 TELL Survey results disaggregated by the District Title 1 Coordinator and develop appropriate related strategies/activities, in particular those addressing working conditions within the school. The disaggregation includes highlighting of any Factor Average (Composite Rate of Agreement, Community Support and Involvement, Facilities and Resources, Instructional Practices and Support, Managing Student Conduct, Professional Development, School Leadership, Teacher Leadership, and Time) below State Average and its current trend as compared to 2012 results (below state average and dropping, below state average but improving, or below state average and no change). Any Factor Average or individual question within a Factor Average group that scored below state Average is to be considered within CSIP Strategies and/or Activities.	Professional Learning	10/01/2013	05/15/2015	\$0	Principals / SBDM / Teachers
Curriculum Alignment	Teachers and staff will collaborate to align Cawood Elementary curriculum to ELA and math common core standards to ensure student proficiency.	Academic Support Program	08/06/2013	05/08/2014	\$0	SBDM; Principal; Title I, Special Education, Classroom Teachers
Disaggregation of Data	All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) and Explore test results to assess weaker areas of the curriculum and create or adjust lesson plans to address those weaker areas, specifically reading and math.	Academic Support Program	08/08/2013	05/08/2014	\$0	Principal; Title I, Special Education and Classroom Teachers
High School Preparation	The school guidance counselor and 8th grade teachers will utilize the Explore and K-PREP results to assist 8th grade students in making course selections for high school.	Career Preparation/Orientation	11/12/2012	05/09/2014	\$0	Principal, guidance counselor and 8th grade teachers
Professional Growth Plan	The Principal and teachers will develop Professional Growth plans based on self-reflection and student growth needs.	Professional Learning	08/08/2013	05/13/2016	\$0	Principal; Teachers
Career Advising	The school guidance counselor will support and promote student learning by monitoring individual learning plans (ILP) for students in grades 6-8. These plans will assist students in planning their education and career needs. The counselor and practical living/vocational studies teachers will use the Explore test results and Career Cruising to assist in the development of the ILP. The ILP will assist counselors and teachers in identifying students in need of intervention.	Career Preparation/Orientation	11/05/2012	05/13/2014	\$0	Principal, Guidance Counselor
Differentiated Instruction	All teachers, which includes Title I and special education teachers, will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	Direct Instruction	09/26/2013	05/08/2014	\$0	Principal and teachers

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Academic Expectations	All teachers will create and utilize interdisciplinary units of study that incorporates multiple assessment data which allows for self-reflection by the students. Assessments are to include K-PREP format (multiple choice and open response) assessment items.	Academic Support Program	08/08/2013	05/08/2014	\$0	Principal; Title I, Special Education and Classroom Teachers
Response to Intervention	The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to Rtl/KSI processes based on data, if needed.	Academic Support Program	08/06/2013	05/08/2014	\$0	Principal; SIT Team
Kindergarten Readiness	Prospective kindergarten students will be screened utilizing the DIAL-4 screener during the spring before enrolling at Cawood Elementary. This screener will be used to determine the student's readiness for kindergarten. Upon beginning the school year these students will also be screened using the Brigance screener for kindergarten to determine specific academic needs of the students.	Academic Support Program	04/07/2014	08/05/2014	\$0	Principal; Special Education Teachers; Title I and Classroom Teachers
Professional Growth Goals	Teachers will set professional growth goals based on principal observation, self-reflection and student needs.	Professional Learning	10/25/2013	05/13/2016	\$0	Principal; Teachers
Identification of Gaps and Performance Data	Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Academic Support Program	09/26/2013	05/08/2014	\$0	Principal and Teachers
Parental Involvement	After the completion of the spring screening parents and prospective kindergarten students will be allowed to tour the school to meet the kindergarten teachers and familiarize themselves with the school environment. All parents will be invited to attend various meetings throughout the school year which includes: Open House, Title I Parent Advisory Council meetings (in which parental input is sought), Parent/Teacher conferences, SIT/Rtl Team meetings, special needs meetings, FRYSC meetings and parent classes, student recognition ceremonies and school programs such as Veteran's Day etc.	Parent Involvement	08/06/2013	05/08/2014	\$0	Principal; Title I, special needs and classroom teachers
CIITS Training	Teachers will utilize CIITS, specifically PD 360 and the Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards outlined by TPGES.	Professional Learning	10/25/2013	05/13/2016	\$0	Principals; Teachers
Re-evaluation Training: PGES	In July 2014 the principal will participate in re-evaluation training regarding the effective use of the new District evaluation processes and forms.	Professional Learning	07/01/2014	07/31/2014	\$0	Principal

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CIITS Lesson Plan- All District Teachers	Before 1/10/14, all teachers will create a lesson plan in CIITS as evidenced and documented by the principal. This activity was created by District Office personnel (The Curriculum Team) and the District principals.	Policy and Process	11/25/2013	01/10/2014	\$0	Principal / Teachers
Career Day	Students will participate in Career Day in which various professionals visit the school and speak to students regarding the requirements and aspects of their chosen profession.	Career Preparation/Orientation	09/03/2013	05/09/2014	\$0	Principal; Teachers; FRYSC
Math Initiative	All students will receive an extra math instructional period daily to improve K-PREP and Explore assessment scores.	Academic Support Program	09/03/2013	05/08/2014	\$0	Principal; Teachers
Program Reviews	Review results of the practical living/career studies, arts and humanities, writing and K-3 program reviews and make improvements in instruction followed by monitoring.	Professional Learning	03/15/2013	06/30/2014	\$0	Principals; Teachers
Classroom Observations	The Principal will implement an intentional schedule for classroom visits beyond scheduled classroom observations.	Professional Learning	10/25/2013	05/13/2016	\$0	Principal
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Renaissance Programs	All teachers will utilize Renaissance Software Programs in order to supplement reading and mathematics achievement by providing assessments and extra practice for all students. Programs included STAR Early Literacy, STAR Reading, STAR Math, Accelerated Reader and Accelerated Math.	Technology	08/08/2013	05/09/2014	\$5000	Teachers
Professional Development	All administrators, teachers, and support staff will attend professional development provided by the school and district. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff. The Professional Development Plan will include: differentiated instruction, varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.), learning styles and multiple intelligences, integration of technology, Best Practices content specific Professional Development, Common Core Standards, Response to Intervention, Transactive and On-demand writing, Ky. state assessments, training on the math standards, CIITS, PD 360, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning	08/06/2013	05/08/2014	\$500	Principal; Teachers
Total					\$5500	

Title I Schoolwide

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Students identified as at-risk of falling behind will receive individualized interventions to meet specific academic goals. ESS teachers will provide supplemental instruction to these at-risk students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program	10/02/2013	05/09/2014	\$5000	Principal; ESS Teachers; Teachers
Total					\$5000	

KDE 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?

Our data analysis was completed on October 30, 2014. Our greatest areas of need are as follows:

Elementary Math and Middle School Math

Looking at our NAPD Calculations we identified students scoring novice and apprentice in an effort to move those students toward proficient scores. The greatest areas of need according to these calculations are:

Elementary Math - 56.3 novice and apprentice,

Elementary Reading -47.9 novice and apprentice,

Middle School Math - 55.7 novice and apprentice.

We conducted the data analysis in order to make decisions concerning not only our academic areas of weakness, but our academic strengths as a school as well. We found that our middle school reading, social studies and writing performance scores were above the state average. We found in our elementary school that our social studies scores were above the state average. We need to look at our instructional strategies in these subject areas versus the strategies used in the weaker subject areas and make appropriate adjustments for insured proficiency of our students.

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?

According to NAPD calculations we had the following areas of strength:

Elementary Social Studies - 79.4

Middle School Social Studies - 69.6

Middle School Science - 77.4

We were proud of the elementary social studies as well as the middle school social studies, science scores. As a school we celebrated this achievement by hosting a school wide assembly program in which the administration of the school congratulated the students for their achievements.

Opportunities for Improvement

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

Math in both middle school and elementary school needs to improve as both were below on the K-Prep Delivery Targets and NAPD calculations. We have identified at-risk students through the RTI process and are working with students individually to address their specific needs in an effort to improve test scores and student achievement. We have also identified students scoring novice in math and reading and targeted our instruction to meet their needs in order to move them toward proficiency.

We had a high percentage of novice in several subject areas. We have identified these students and we are targeting instruction for these students to meet their individual learning styles in an effort to move them toward proficiency.

Conclusion

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

We have identified at-risk students falling below proficiency in all subject areas. We are identifying curriculum gaps that may contribute to poor student performance. Those gaps are being addressed through supplemental instruction as needed. We have also compared our areas of strengths to our areas of weakness concerning instructional strategies and are make appropriate adjustments in instruction to meet students' needs.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

Melinda Sergent - Principal

Sheba Ramsey- CSIP Manager

Eric Bowling- District Coordinator

Parent Surveys

Teacher Surveys

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 3.29

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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

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

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

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

	Statement or Question	Response	Rating
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

	Statement or Question	Response	Rating
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.	All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts.	Proficient

Communications

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.43

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometimes provides community organizations with information about academic expectations for parents who use their services.	Apprentice

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

	Statement or Question	Response	Rating
5.	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	Parent -teacher conferences are held twice a year on school grounds and some teachers send invitations to parents.	Apprentice

	Statement or Question	Response	Rating
6.	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

KDE Comprehensive School Improvement Plan

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	Statement or Question	Response	Rating
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a survey that is sent to parents, with low response rate and results are reported in school improvement plan.	Apprentice

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.14

	Statement or Question	Response	Rating
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.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

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

	Statement or Question	Response	Rating
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 chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

	Statement or Question	Response	Rating
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 has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

KDE Comprehensive School Improvement Plan

Cawood Elementary School

	Statement or Question	Response	Rating
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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 in committee work.	Proficient

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
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

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

	Statement or Question	Response	Rating
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 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.	Proficient

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

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

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	<p>Parents have multiple opportunities to learn about and discuss the following:</p> <ul style="list-style-type: none"> - 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 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 	<p>Parents have multiple opportunities to learn about and discuss:</p> <ul style="list-style-type: none"> • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities to participate on SBDM councils and committees. • Their children's learning and development, along with legal and practical options for helping their children succeed such as participation in IEP and/or ILP process. • Community resources to support learning. • Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys. 	Proficient

	Statement or Question	Response	Rating
2.	<p>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.</p>	<p>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.</p>	Proficient

	Statement or Question	Response	Rating
3.	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	<p>School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.</p>	Proficient

	Statement or Question	Response	Rating
4.	<p>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.</p>	<p>School staff offers targeted parent workshops and meetings to help parents develop skills to support their child's learning.</p>	Apprentice

	Statement or Question	Response	Rating
5.	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	<p>School council has a classroom observation policy that welcomes families to visit all classrooms.</p>	Proficient

KDE Comprehensive School Improvement Plan

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	Statement or Question	Response	Rating
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	There is little or no development of parent leaders.	Novice

Community Partnerships

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 3.17

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership periodically meets with some business leaders to discuss information on student achievement.	Apprentice

	Statement or Question	Response	Rating
2.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	District and school staff leverages all partnerships to gain maximum benefit to support all students learning from the human and financial resources available.	Distinguished

	Statement or Question	Response	Rating
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
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

	Statement or Question	Response	Rating
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.)	School staff and parents have seamless integration of consistent and sustained family support services from school and the community to reduce student barriers to learning.	Distinguished

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

Reflection

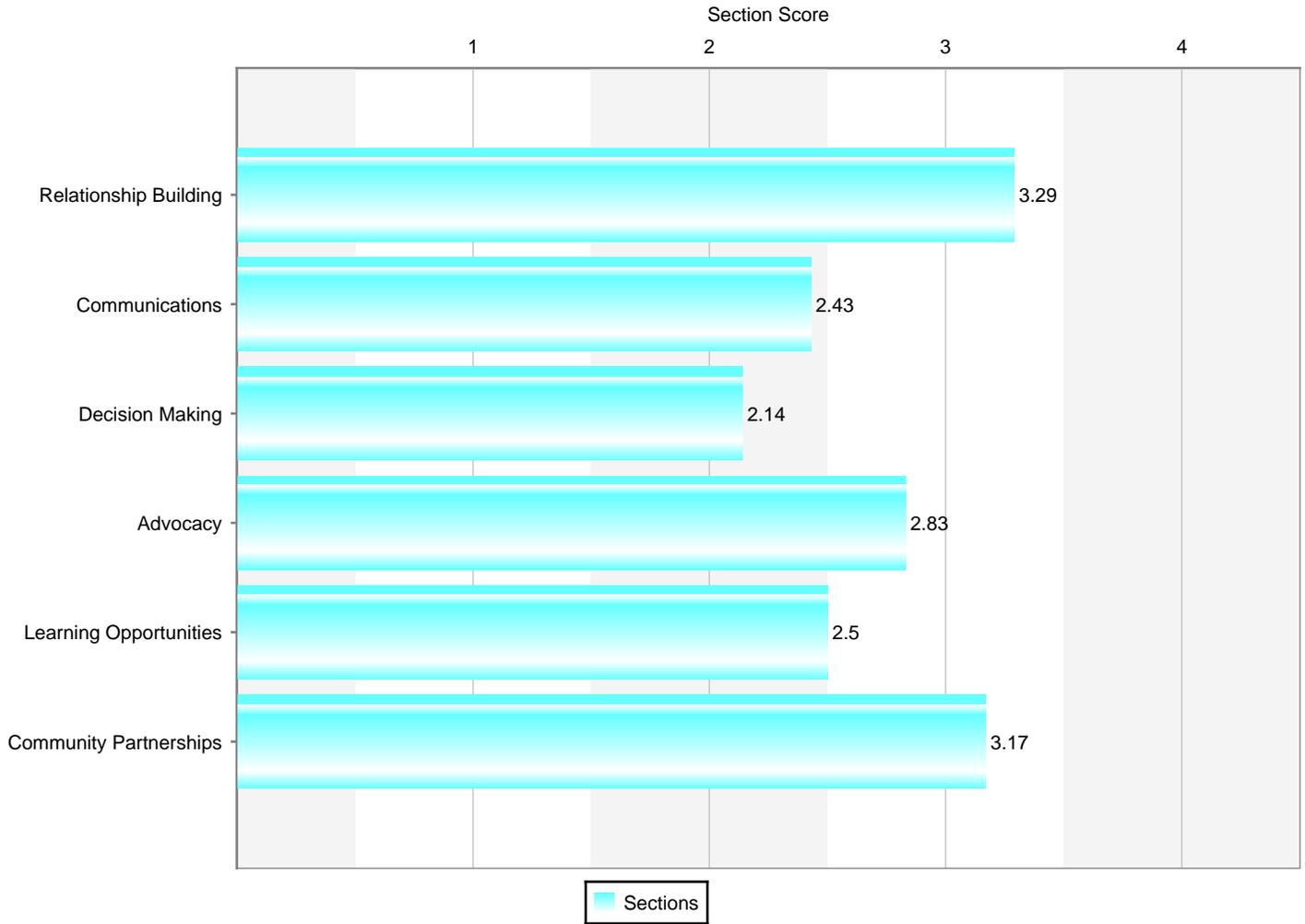
Reflect upon your responses to each of the Missing Piece objectives.

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

At this time, Cawood Elementary does not have a parent organization. I have had several parents show an interest in starting a PTO/PTA. Perhaps in the future a parent organization could make a difference in helping with getting more parents involved at our school. I feel that a strength for Cawood Elementary would be the amount of various organizations that help our students and parents with eliminating the barriers for student learning.

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.

Teachers were involved in the process through the disaggregation of KPREP data which led to the activities in the plan. Surveys were also sent out to teachers, parents, and students. Results were tallied and used to make the activities and strategies. The SBDM Council collaborated also in the creating of goals, strategies, and activities. Finally, after all input, Sheba Ramsey, Scott Caldwell, and myself compiled and put together the CSIP. After completing, it will be presented to SBDM for final approval.

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

Teachers-surveys, data disaggregation, submitting activities

Parents-surveys, serve on councils and committees

Students- surveys, serve on committee that helps decide activities dealing with students

SBDM Members-collaboration on goals and activities, approval of CSIP

Cathy York (FRYSC Coordinator)- gather surveys, tally results, helps implement activities

Sheba Ramsey (CSIP Coordinator/Librarian)-helped with data disaggregation, worked on all areas of the CSIP

Scott Caldwell- (BAC/Counselor)- worked on Data Disaggregation and writing the GAP Goal from data

Melinda Sergent- (Principal)- Led in the data disaggregation, leads the SBDM Council, Implements and leads the implementation of all activities

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

Copies are distributed to most stakeholders including teachers and SBDM Council members. A copy is kept in the office and the library for parents that want to see it. Progress is made through PD logs, staff meetings, committee meetings, benchmark assessment data, universal screeners, parent/teacher conferences and two-way parent communications.

KDE Assurances - School

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	See the CSIP, each year the principal and teachers meet to discuss data derived from test scores and the impact this information will have on student instruction.	

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	See CSIP.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Each spring before prospective kindergarten students are enrolled they will be screened utilizing the DIAL-4 screener. This screener will be used to determine the students' readiness for kindergarten. Once the students begin kindergarten they will be further assessed utilizing the Brigance screener for kindergarten to determine specific academic needs, if any, of the student.	

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 who have been identified as needing additional instruction are placed in the Response to Intervention Program in which they receive the appropriate instruction to help improve their deficits.	

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All vacancies are posted on the KDE website which can be viewed by educators nationwide. The Minority Recruitment Education Recruitment and Retention Report is complete when each vacancy is filled.	

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	All vacancies are posted on the KDE website which can be viewed by educators nationwide. The Minority Education Recruitment and Retention Report is completed when each vacancy is filled.	

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	See CSIP and Budget for the school and district.	

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	See CSIP and parental involvement. See also district and school sign-in sheets for PAC meetings.	

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	See CSIP refer to professional development.	

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	See CSIP refer to data disaggregation.	

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	Yes	See SCIP.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	See CSIP refer to Rtl, K-3 Early Learning and Literacy, ESS, Kindergarten Readiness and Data Disaggregation	

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		

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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

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

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

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 and linked to our district website. (provide the website link below)	Yes	http://www.harlan.k12.ky.us/	

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	See professional Development in CSIP.	

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Label	Assurance	Response	Comment	Attachment
Ranking Report	The school ensures that if the Title I Ranking Report lists counselors, nurses, media specialist 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		

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

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

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

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

Compliance and Accountability - Elementary 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 TELL KY Survey results.

Goal 1:

PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Pro/Dis K-PREP scores for CES/MS from an averaged Combined ES/MS Actual Score of 48.5% to an average Combined ES/MS Delivery Target of 53.7% by 05/08/2015 as measured by K-Prep.

Strategy1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to commom core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Disaggregation of Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) and Explore test results to assess weaker areas of the curriculum and create or adjust lesson plans to address those weaker areas, specifically reading and math.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Title I, Special Education and Classroom Teachers

Goal 2:

GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from 47.8% to 50.7% and in middle school from 44.8% to 53.7% by 05/08/2015 as measured by KPREP..

Strategy1:

Best Practices - Teachers will utilize differentiated instruction for reading and math based on students' individual learning preferences.

Category:

Research Cited: This is Best Practices. This strategy is recommended by KDE's Office of Next Generation Learners.

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Activity - Identification of Gaps and Performance Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal and Teachers

Goal 3:

TEACHER GOAL: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020

Measurable Objective 1:

collaborate to : Goal and objective data will be set after baseline data has been received from years of implementation by 09/01/2015 as measured by data that is currently unavailable..

Strategy1:

CIITS Plan for Training - CIITS training will enhance teachers' professional growth and therefore impact student achievement.

Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators, teachers, and support staff will attend professional development provided by the school and district. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff. The Professional Development Plan will include: differentiated instruction, varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.), learning styles and multiple intelligences, integration of technology, Best Practices content specific Professional Development, Common Core Standards, Response to Intervention, Transactive and On-demand writing, Ky. state assessments, training on the math standards, CIITS, Edviation, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning			08/01/2013	05/08/2015	\$500 - District Funding	Principal; Teachers

Narrative:

According to the TELL Survey our weakest area was that teachers work in professional learning communities to develop and align instructional practices. We are working on Professional Development and Disaggregation of Data to improve this finding.

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

Goal 1:

PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Pro/Dis K-PREP scores for CES/MS from an averaged Combined ES/MS Actual Score of 48.5% to an average Combined ES/MS Delivery Target of 53.7% by 05/08/2015 as measured by K-Prep.

Strategy1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to commom core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to Rtl/KSI processes based on data, if needed.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; SIT Team

Activity - Math Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP and Explore assessment scores.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Teachers

Goal 2:

GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from 47.8% to 50.7% and in middle school from 44.8% to 53.7% by 05/08/2015 as measured by KPREP..

Strategy1:

Best Practices - Teachers will utilize differentiated instruction for reading and math based on students' individual learning preferences.

Category:

Research Cited: This is Best Practices. This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Extended School Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk of falling behind will receive individualized interventions to meet specific academic goals. ESS teacher will provide supplemental instruction to these at-risk students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program			08/06/2014	05/08/2015	\$5000 - Title I Schoolwide	Principal; ESS Teachers; Teachers

Goal 3:

TEACHER GOAL: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020

Measurable Objective 1:

collaborate to : Goal and objective data will be set after baseline data has been received from years of implementation by 09/01/2015 as measured by data that is currently unavailable..

Strategy1:

CIITS Plan for Training - CIITS training will enhance teachers' professional growth and therefore impact student achievement.

Category:

Research Cited:

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All administrators, teachers, and support staff will attend professional development provided by the school and district. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff. The Professional Development Plan will include: differentiated instruction, varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.), learning styles and multiple intelligences, integration of technology, Best Practices content specific Professional Development, Common Core Standards, Response to Intervention, Transactive and On-demand writing, Ky. state assessments, training on the math standards, CIITS, Edviation, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning			08/01/2013	05/08/2015	\$500 - District Funding	Principal; Teachers

Activity - Professional Growth Goals	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set professional growth goals based on principal observation, self-reflection and student needs.	Professional Learning			10/01/2014	05/13/2016	\$0 - No Funding Required	Principal; Teachers

All children were screened for kindergarten readiness.

Goal 1:

PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Pro/Dis K-PREP scores for CES/MS from an averaged Combined ES/MS Actual Score of 48.5% to an average Combined ES/MS Delivery Target of 53.7% by 05/08/2015 as measured by K-Prep.

Strategy1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to common core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

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Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective kindergarten students will be screened utilizing the DIAL-4 screener during the spring before enrolling at Cawood Elementary. This screener will be used to determine the student's readiness for kindergarten. Upon beginning the school year these students will also be screened using the Brigance screener for kindergarten to determine specific academic needs of the students.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Special Education Teachers; Title I and Classroom Teachers

Narrative:

Prospective students were screened utilizing DIAL-4.

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

Goal 1:

PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Pro/Dis K-PREP scores for CES/MS from an averaged Combined ES/MS Actual Score of 48.5% to an average Combined ES/MS Delivery Target of 53.7% by 05/08/2015 as measured by K-Prep.

Strategy1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to commom core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Kindergarten Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Prospective kindergarten students will be screened utilizing the DIAL-4 screener during the spring before enrolling at Cawood Elementary. This screener will be used to determine the student's readiness for kindergarten. Upon beginning the school year these students will also be screened using the Brigance screener for kindergarten to determine specific academic needs of the students.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Special Education Teachers; Title I and Classroom Teachers

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Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Intervention Team will meet to discuss students who do not meet school benchmarks and cut scores and develop an individual student plan for addressing the needs of those students. The Team will utilize information from the following screeners: for kindergarten - DIAL-4 and Brigance, K-1 grades - STAR Early Literacy, 2-8 grades - STAR Reading and Math. This team will: monitor student progress in interventions and make decisions about moves in and among tiers; SIT reviews and analyzes intervention approaches and protocols to determine overall effectiveness; make necessary adjustments to Rtl/KSI processes based on data, if needed.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; SIT Team

Activity - K-3 Early Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-3 will utilize Saxon Math, Saxon Phonics and Fountas & Pinnell reading programs as supplemental math and reading instruction to impact student math and reading scores moving those students to a higher level of proficiency.	Academic Support Program			08/06/2014	05/08/2015	\$0 - General Fund	Principal; Title I and K-3 Teachers

Goal 2:

GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from 47.8% to 50.7% and in middle school from 44.8% to 53.7% by 05/08/2015 as measured by KPREP..

Strategy1:

Best Practices - Teachers will utilize differentiated instruction for reading and math based on students' individual learning preferences.

Category:

Research Cited: This is Best Practices. This strategy is recommended by KDE's Office of Next Generation Learners.

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Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to attend various meetings throughout the school year which includes: Open House, Title I Parent Advisory Council meetings (in which parental input is sought), Parent/Teacher conferences, Rtl Team meetings, special needs meetings, FRYSC meetings and parent classes, student recognition ceremonies and school programs such as Veteran's Day etc.	Parent Involvement			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Title I, special needs and classroom teachers

Activity - K-3 Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-3 who are in danger of falling behind in reading will receive additional instruction utilizing the Reading Recovery and Comprehensive Intervention Model as well as Response to Intervention as identified by STAR Early Literacy and STAR Reading Assessments.	Academic Support Program			08/06/2014	05/08/2015	\$50000 - Other	Principal and Teachers

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

Goal 1:

PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Pro/Dis K-PREP scores for CES/MS from an averaged Combined ES/MS Actual Score of 48.5% to an average Combined ES/MS Delivery Target of 53.7% by 05/08/2015 as measured by K-Prep.

Strategy1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to commom core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

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Activity - Math Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP and Explore assessment scores.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Teachers

Activity - K-3 Early Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in K-3 will utilize Saxon Math, Saxon Phonics and Fountas & Pinnell reading programs as supplemental math and reading instruction to impact student math and reading scores moving those students to a higher level of proficiency.	Academic Support Program			08/06/2014	05/08/2015	\$0 - General Fund	Principal; Title I and K-3 Teachers

Goal 2:

GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from 47.8% to 50.7% and in middle school from 44.8% to 53.7% by 05/08/2015 as measured by KPREP..

Strategy1:

Best Practices - Teachers will utilize differentiated instruction for reading and math based on students' individual learning preferences.

Category:

Research Cited: This is Best Practices. This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - K-3 Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-3 who are in danger of falling behind in reading will receive additional instruction utilizing the Reading Recovery and Comprehensive Intervention Model as well as Response to Intervention as identified by STAR Early Literacy and STAR Reading Assessments.	Academic Support Program			08/06/2014	05/08/2015	\$50000 - Other	Principal and Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle students from 44% to

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72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math-Pro/Dis K-PREP scores for CES/MS from an averaged Combined ES/MS Actual Score of 48.5% to an average Combined ES/MS Delivery Target of 53.7% by 05/08/2015 as measured by K-Prep.

Strategy1:

Curriculum Assessment & Alignment - Curriculum for math and reading will be aligned to common core standards.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Math Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP and Explore assessment scores.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Teachers

Goal 2:

GAP GOAL: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from 47.8% to 50.7% and in middle school from 44.8% to 53.7% by 05/08/2015 as measured by KPREP..

Strategy1:

Best Practices - Teachers will utilize differentiated instruction for reading and math based on students' individual learning preferences.

Category:

Research Cited: This is Best Practices. This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Extended School Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as at-risk of falling behind will receive individualized interventions to meet specific academic goals. ESS teacher will provide supplemental instruction to these at-risk students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program			08/06/2014	05/08/2015	\$5000 - Title I Schoolwide	Principal; ESS Teachers; Teachers

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Activity - Identification of Gaps and Performance Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Academic Support Program			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal and Teachers

Activity - Renaissance Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will utilize Renaissance Software Programs in order to supplement reading and mathematics achievement by providing assessments and extra practice for all students. Programs included STAR Early Literacy, STAR Reading, STAR Math, Accelerated Reader.	Technology			08/06/2014	05/08/2015	\$5000 - District Funding	Teachers

Activity - Parental Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All parents will be invited to attend various meetings throughout the school year which includes: Open House, Title I Parent Advisory Council meetings (in which parental input is sought), Parent/Teacher conferences, Rtl Team meetings, special needs meetings, FRYSC meetings and parent classes, student recognition ceremonies and school programs such as Veteran's Day etc.	Parent Involvement			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Title I, special needs and classroom teachers

Activity - K-3 Early Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-3 who are in danger of falling behind in reading will receive additional instruction utilizing the Reading Recovery and Comprehensive Intervention Model as well as Response to Intervention as identified by STAR Early Literacy and STAR Reading Assessments.	Academic Support Program			08/06/2014	05/08/2015	\$50000 - Other	Principal and Teachers

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers, which includes Title I and special education teachers, will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	Direct Instruction			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal and teachers

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

Goal 1:

CCR GOAL: Increase the percentage of students who are college and career ready from 24% to 68% by 2015.

Measurable Objective 1:

collaborate to ensure that at least 59.5% of Harlan High School graduates are college/career ready by 05/08/2015 as measured by Unbridled Learning Formula..

Strategy1:

Academic and Career Advising - Teachers and guidance counselor will instruct students on career opportunities available to them.

Category:

Research Cited: This strategy is recommended by KDE's Office of Next Generation Learners.

Activity - Career Day	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in Career Day in which various professionals visit the school and speak to students regarding the requirements and aspects of their chosen profession.	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal; Teachers; FRYSC

Activity - Career Advising	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school guidance counselor will support and promote student learning by monitoring individual learning plans (ILP) for students in grades 6-8. These plans will assist students in planning their education and career needs. The counselor and practical living/vocational studies teachers will use the Explore test results and Career Cruising to assist in the development of the ILP. The ILP will assist counselors and teachers in identifying students in need of intervention.	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal, Guidance Counselor

Activity - High School Preparation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school guidance counselor and 8th grade teachers will utilize the Explore and K-PREP results to assist 8th grade students in making course selections for high school.	Career Preparation/Orientation			08/06/2014	05/08/2015	\$0 - No Funding Required	Principal, guidance counselor and 8th grade teachers

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Strategy2:

Program Reviews - All teachers will collaborate to provide/gather evidence as measured by the Program Review scores to improve student proficiency in: practical living/career studies; arts and humanities; writing and K-3 program.

Category: Other - Program Reviews

Research Cited:

Activity - Program Reviews	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review results of the practical living/career studies, arts and humanities, writing and K-3 program reviews and make improvements in instruction followed by monitoring.	Professional Learning			08/06/2013	05/08/2015	\$0 - No Funding Required	Principals; Teachers