

CAWOOD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2011-2012

The Cawood Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2003) prior to approval of our plan.

Chairperson, School Council

DATE

Chairperson, School Planning Committee

DATE

Plan Approved by the School Council:

Date

School Council Members:

Michael Cox, Chairperson	
Crystal Adams, Parent Representative	
Crystal Creech, Parent Representative	
Steve Daniel, Teacher Representative	
Rene' Rhymer, Teacher Representative	
Teddy Stephens, Teacher Representative	

EXECUTIVE SUMMARY

Cawood Elementary School

MISSION STATEMENT

Create A Way to Open Opportunity's Door

VISION

The faculty and staff of Cawood Elementary School accepts the challenge to encourage and assist all students in becoming productive members of society through the development of self-responsibility and self-motivation while fostering positive growth toward high levels of academic performance, technical advances, social/emotional behaviors, and attitudes.

PLAN SUMMARY

Our comprehensive plan is comprised of three major components: Academic Performance, Learning Environment and Efficiency. These three major components are taken from the Standards and Indicators for School Improvement.

Academic Performance is centered on the first three standards of SISI which are curriculum, assessment and instruction. Our curriculum will be rigorous, intentional and aligned with the state and local standards. Our assessments will target multiple assessments by utilizing various assessment strategies and evaluations to support the proficient work expected of our students. Our instruction will focus on varied research based instructional strategies that are rigorous, authentic and aligned with standards that reflect student learning.

Learning Environment is centered around SISI standards 4, 5 and 6 which are 4 - school culture, 5 - student, family and community support, and 6 – professional development, growth and evaluation. Our school culture will be focused on becoming a learning environment more conducive to student achievement with less time spent on dealing with discipline. We will continue to seek every opportunity to elicit student, family and community support to help relieve barriers to learning.

Cawood Elementary utilizes their FRYSC as a liaison between the school and the community. FRYSC promotes programs and services to ensure that families and the community are active partners in the educational process. FRYSC provides supplementary educational opportunities in the form of programs both during and after school. Our professional development will be aligned with the needs of our students, faculty, and new district initiatives that we are required to complete.

Efficiency is centered on the last three standards in SISI which are 7 – leadership, 8 – organizational structures and resources, and 9 – comprehensive and effective planning. Our leadership will focus on support for teaching and learning to support a learning culture with high performance expectations. Our organizational structure will focus on both student and teacher proficiency. Our comprehensive and effective planning will focus on teaching and learning with increased input from parents and community members.

Planning Process

Staff meetings were held to conduct an analysis of KASC gap analysis, NCLB School Report, KPR data, and the results from the KASC School Improvement Planning Kit surveys. The staff divided into groups to more thoroughly study and analyze all available data. From this data the groups identified the school needs and reported to the Site Based Council. The Council then determined the school's priority needs.

After the initial faculty meetings, members of the school staff analyzed the findings. From this analysis, goals were written to address the priority needs. This was then submitted to the staff for review, input, and approval. The staff then met at various times to develop appropriate strategies aimed at achieving the identified objectives of the school.

Implementation of the Plan is expected to achieve the following: An increase in the number of students scoring proficient or higher in all of the common core standards on the KY state assessment; improve the learning environment; increase efficiency of the school; and increase equity among students. Monthly reports will be provided to the SBDM. Implementation and Impact checks will be completed ending August 31, December 31 and the last day of school (May).

Input from the public was received in the form of parental responses on the KASC School Improvement Kit surveys. Additionally, the meetings were open to the public and the Site Based Council reviewed each step in the planning process. A copy of the completed plan will be placed in the school's library and office, and in the central office for public review and comment.

Committees:

Academic Performance Component Committee

Crystal Collins, Teacher-Parent
Steve Daniel, Teacher-Parent
Tamara Ellis, Media Specialist
Kim Hooten, Teacher - Parent
Heather Clem, Aide
Chasity Bumgardner, Aide - Parent
Julie Roberts, Teacher
Karin Floyd, Teacher - Parent
Joyce Williamson, Teacher
Connie Davis, Teacher
Donnie Britton, Teacher
Lisa Soublo, Teacher - Parent

Learning Environment Component Committee

Jacqueline Hensley, Teacher
Rene' Rhymer, Teacher
Michelle Landis, Teacher - Parent

Jeff Ramsey, Teacher - Parent
Teddy Stephens, Teacher - Parent
Janie Brock, Teacher
Michael Cox, Principal – Parent
Crystal Adams – Parent
Tammy Brewer - Parent
Cathy York FRYSC
Melissa Hensley, FRYSC
Mary Johnson, Aide
Carol Jones, Aide
Gina Cox – Parent
Sheba Ramsey, Teacher - Parent

Efficiency Component Committee

Melinda Sergent, Assistant Principal - Parent
Priscilla Britton, Teacher
Linda Howard, Teacher
John Carter, Teacher - Parent
Cheryl Daniel, Teacher-Parent
Scott Caldwell, Counselor
Patricia Burgan, Teacher
Tabatha Morris, Teacher
James Grubbs, Aide - Parent

Cawood Elementary School Improvement Plan Committee

Tamara Ellis, Media Specialist
Sheba Ramsey, Teacher-Parent
Rene' Rhymer, Teacher
Lisa Cook, Parent
Crystal Collins, Teacher-Parent
Crystal Creech, Parent
Mac Vanover, Teacher

ACTION COMPONENT

Academic Performance

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Tamara Ellis

School Name Cawood Elementary School

Current Date

October 12, 2011

<p>Priority Need In our 2011 NCLB results, we had:</p> <p>Reading: 78.85% Proficient or Distinguished</p> <p>Math: 83.65% Proficient or Distinguished.</p>	<p>Goal In our 2012 NCLB results, we will have:</p> <p>Reading: 86.61% Proficient or Distinguished</p> <p>Math: We have met our Adequate Yearly Progress (AYP) goal of 79.87 for 2012, we need to maintain 83.65% Proficient or Distinguished. We will be working toward our 2012-13 AYP goal of 89.93% Proficient or Distinguished.</p>
<p>Evidence of Causes</p> <p>A.1. According to the 2011 KASC Student Survey 23% of students do not feel that their schoolwork is challenging. (1.1a)</p> <p>B.1 According to the 2011 KASC Student Surveys 15% of students did not feel that their teachers make it clear what they are supposed to learn. (2.1c)</p> <p>C.1. According to the 2011 KASC School/Staff Survey 18% of staff feel that teachers do not work together to plan what will be taught. (3.1g)</p>	<p>Measures of Objectives (Practice and Results)</p> <p>A.1. By August 2012, KASC Student Survey will indicate 80% of students feel that their schoolwork is challenging. (1.1a)</p> <p>B.1 By August 2012, the KASC Student Surveys will indicate that 90% of students will feel that their teachers make it clear what they are supposed to learn. (2.1c)</p> <p>C.1. By August 2012, KASC School/Staff Survey 85% of staff will feel that teachers do work together to plan what will be taught. (3.1g)</p>

Academic Performance

Objective A: Our school will implement a curriculum that is rigorous, intentional and aligned to state and local standards. (Standard 1.1a)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. All teachers will use K-PREP, universal screeners (Diagnostic Online Reading, DORA, and Math Assessments, DOMA) 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.	A1	J. Roberts / Principal	10/11	05/12	\$1,000	Instructional

Objective B: Objective B: Our students will be able to articulate the academic expectations in each class and know what is required to be proficient (Standard 2.1.c)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. 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.	B1	P. Britton / Principal	11/12	05/12	N/A	N/A
B.1.b. All teachers will fully implement Response to Intervention (RtI) practices and procedures: DORA/DOMA and ADAM-7 universal screeners will be administered no less than three times per year. Results from these tests will provide teachers with assessment data necessary to adequately and comprehensively review students' improvement or lack thereof. ALL Tier II or Tier III students will have individualized RtI Plans to ensure they receive varied and timely interventions that are research based. This will enable students to begin working on grade-level; students will also go through extensive progress monitoring throughout the RtI process. (2.1.e)	B1	C. Collins / Principal	10/12	05/12	N/A	N/A

Academic Performance

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.c. Classroom assessments and activities will be consistently analyzed to ensure that state standards are being taught, learned and applied by students. Therefore, the library computer lab will be allotted to helping students in reading and mathematics. Students (and teachers) will access various computer programs and sites (My Reading Coach, Reading Eggs, Let's Go Learn, Edhelper, STAR, Accelerated Reader, Edge, Easy CBM, Unique Reader, Unique Math, etc.) for extra assistance, practice, and assessments needed to monitor progress (2.1.h.).	B1	T. Ellis / Principal	10/11	05/12	\$10,000	Instructional Funds Title I Grants
B.1.d. All teachers will follow Score Protocol procedures which will include deconstruction of Common Core Standards and development of I can statements for students. Teachers will develop a pacing guide in order to deliver instruction of Common Core Standards in a timely manner.	B1	D. Britton / Principal	10/11	05/12	N/A	N/A
B.1.e. Parents of RtI students in Tier II and Tier III will receive bi-monthly feedback/reports about progress or lack thereof.	B1	L. Soublo / Principal	10/11	05/12	N/A	N/A
B.1.f. All teachers will design effective formative, interim and summative classroom assessments with scoring guides and rubrics for articulation of academic expectations that are rigorous, authentic, and aligned with the Common Core Standards that reflect student learning.	B1	C. Jones / Principal	10/11	05/12	N/A	N/A

Objective C: Objective C: Our school's instructional program will be adequate in actively engaging all students using effective, varied, and research-based practices to improve student academic performance. (Standard 3)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. All teachers will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	C1	R. Rhymer	10/11	05/12	N/A	N/A

Academic Performance

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.c. Teachers in K-3 will utilize Saxon Math, Saxon Reading 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.	C1	M. Landis / Principal	10/11	05/12	N/A	N/A
C.1.d. Students will participate in an end of the year field trip giving the students the opportunity to experience tactile and visual scientific models. Students will also experience unique opportunities in arts and humanities which will include theater plays, musicals and productions from the last 50 years.	C1	M. Sergent / Principal	10/11	05/12	\$20,000	School-wide Fund Raiser

ACTION COMPONENT

Gap Analysis

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Melinda Sergent

School Name Cawood Elementary

Current Date

November 12, 2010

Priority Need	Goal
<p>According to our 2008 Gap Analysis of CATS results, we had a gender gap. We had the following significant differences in scale scores:</p> <ul style="list-style-type: none"> • 3rd grade reading: 14 • 5th grade reading: 9 • 8th grade reading: 14. 	<p>On our 2011 Gap Analysis of CATS results, in reading we will have a significant difference of no more than:</p> <ul style="list-style-type: none"> • In 3rd grade: 12 • In 5th grade: 8 • In 8th grade: 12.

Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A.1. According to findings in Cawood Elementary's 2008 Gap Analysis document, male students in the 3rd and 8th grades are not progressing at the same rate as female students in reading.</p>	<p>A.1. By June 2011, Gap Analysis will indicate equality between genders in 3rd, 5th, and 8th grade reading students scoring proficient/distinguished with a difference of no more than 12 between male and female scale scores.</p>

Objective A: Our classroom instructional strategies for reading are not responsive to a student body with diverse backgrounds and learning styles.							
<i>I</i> <i>PI</i> <i>NI</i>	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	A.1.a. All instructors of reading grades 3-8 will utilize varied scientifically research based instructional strategies that appeal to male students as well as female.	A1	Principal / S. Ramsey	01/09	06/11	N/A	N/A
<i>I</i>	<i>3-31-09 All instructors of reading have utilized varied scientifically research based instructional strategies to appeal to males.</i>						
	3-31-09 Adjustment: None.						
	A.1.b. Students in grades 3-8 will participate in competitions such as Travel, etc. in which the boys compete with the girls for the championship.	A1	Principal / K. Floyd	01/09	06/11	N/A	N/A

Academic Performance

<i>I PI NI</i>	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<i>I</i>	<i>3-31-09 Students have competed in reading competitions throughout the school year.</i>						
	3-31-09 Adjustment: None.						
	A.1.c. All 3 rd – 8 th grade reading instructors will utilize more male students in leadership roles during class discussions and small group instruction.	A1	Principal/ K. Hooten	01/09	06/11	N/A	N/A
<i>PI I</i>	<i>3-31-09 Teachers have begun to utilize males in more leadership roles during reading instruction. 11-12-10 Males are taking leadership roles during instruction.</i>						
	3-31-09 Adjustment: None 11-12-10 Adjustment: None.						
	A.1.d. Reading instructors in the grades 3-8 will utilize the <u>KCCT Reading Coach</u> to inform instruction and design assessments as evidenced by teacher lesson plans and student work.	A1	Principal/ J. Brock	01/09	06/11	N/A	N/A
<i>I</i>	<i>3-31-09 Reading Instructors have utilized KCCT Reading Coach during</i>						
	<i>instruction and assessments.</i>						
	3-31-09 Adjustment: None.						
	A.1.e. The media specialist will purchase Accelerated Reading books that are high interest lower reading level books that appeal to males.	A1	Principal/ T. Ellis	01/09	06/11	1500.00	N/A
<i>I</i>	<i>3-31-09 The media specialist will purchase these books at the beginning of the 2009-10 school year. 8-31-09 Books were purchased and received.</i>						
	3-31-09 Adjustment: Books will be purchased when funds become available next year.						
	A.1.f. FRYSC will sponsor a father/son day that includes father/son reading activities.	A1	Principal/ K. York	01/09	06/11	N/A	N/A
<i>PI</i>	<i>3-31-09 This event has been planned for May 2, 2009.</i>						

Academic Performance

<i>I</i>	<i>11-12-10 This event took place May 2, 2009.</i>						
<i>I</i> <i>PI</i> <i>NI</i>	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	3-31-09 Adjustment: None. 11-12-10 Adjustment: None.						
	A.1.g. 3 rd through 5 th grade teachers will invite male community members or authors to read to their classes.	A1	Principal/ T. Ellis	01/09	06/11	N/A	N/A
<i>PI</i> <i>I</i>	<i>3-31-09 Most teachers have asked community members to read to their classes.</i> <i>11-12-10 This activity has been completed.</i>						
	3-31-09 Adjustment: None. 11-12-10 Adjustment: None.						

ACTION COMPONENT

Learning Environment

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Rene' Rhymer

School Name Cawood Elementary

Current Date

October 12, 2011

Priority Need	Goal
The 2011 Parent/Teacher/Student surveys indicate that the school isn't fully functioning as an effective learning community and supporting a climate conducive to performance excellence.	The 2012 Parent/Teacher/Student surveys will indicate that the school is fully functioning as an effective learning community and supports a climate conducive to performance excellence.

Evidence of Causes	Measures of Objectives (Practice and Results)
A.1. According to the 2011 KASC Student surveys 26% of students feel that students do not respect those who are different from them.	A.1. The 2012 KASC Student Surveys will indicate 80% of students feel that students respect those who are different from them.
B.1. According to the 2011 KASC Student surveys 29% of parents feel that the school does not work with many community organizations to support its students.	B.1. The 2012 KASC Student surveys will indicate that 80% of parents feel that the school does work with many community organizations to support its students.
C.1. A review of 2011 Professional Development logs indicate the school professional development needs to be based on a long term planning for continuous professional growth leading to student proficiency. Leadership needs professional development that enhances leadership ability.	C.1. A review of 2012 Professional Development logs indicate the school professional development is based on a long term planning for continuous professional growth leading to student proficiency. Leadership professional development is focused on enhancing leadership ability.

Objective A: The school functions as an effective learning community supporting student performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. Teachers in grades 4-8 will utilize gifted folders which are kept in the school library to academically challenge gifted students.	A1	Principal/ J. Hensley	10/11	05/12	N/A	N/A
A.1.b. Gifted and talented students will receive instruction from the gifted and talented teacher every two weeks in which she will provide academically challenging instruction to those students.	A1	Principal/ M. Vanover	10/11	05/12	N/A	N/A

Learning Environment

Objective B: Families and the community work together to remove barriers to learning and are full active partners in educating all students.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. The school will provide for volunteer appreciation activities throughout the year such as a volunteer appreciation day, etc.	B1	Principal / L. Howard	12/11	05/12	\$1,000	General Fund / FRYSC
B.1.b. The school will host an Open House in which parents are provided with door prizes (school supplies) for their children to begin the school year.	B1	Principal / M. Landis	10/11	08/12	\$1,000	General Fund / FRYSC / Title I
B.1.c. Cawood Elementary special needs teachers and the Special Education Central Office staff will meet with the parents of special needs students to discuss the particulars of the special education program at Cawood Elementary (e.g., referrals, IEP meetings, re-evaluations, screenings, KCM report, modifications, etc.)	B1	Principal / T. Morris	10/11	04/12	\$200	Title I / Special Ed.
B.1.d. The FRYSC program will promote and support student learning and reduce barriers to learning by providing targeted and effective support services for students and their family members to meet the unique learning needs of at-risk students. This will be evidenced by FRYSC activity log.	B1	Principal / C. Collins	12/11	05/12	N/A	FRYSC
B.1.e. 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 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.	B1	Principal / S. Caldwell	10/11	05/12	N/A	N/A
B.1.f. The school guidance counselor will utilize the Explore results to assist 8 th grade students in making course selections for high school.	B1	Principal / S. Caldwell	10/11	05/12	N/A	N/A

Learning Environment

Objective C: Our school will have a fully functioning and operational level of development and implementation in regards to professional development opportunities for staff.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<p>C.1.a. All administrators, teachers, and support staff will attend professional development provided by the school. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff. The Professional Development Plan will include:</p> <ul style="list-style-type: none"> • differentiated instruction • varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.) • learning styles and multiple intelligences, RTI training • integration of technology • Best Practices content specific Professional Development • KCAS and Program of Studies • Common Core Standards • Response to Intervention • Transactive and On-demand writing • Ky. state assessments, • Needs identified in Professional Growth Plans. 	C1	Principal / Assistant Principal / C. Davis	12/11	05/12	\$5,000	PD

ACTION COMPONENT

Efficiency

School

District

Preliminary

Revised

District Name

Harlan County Public Schools

Component Manager

Sheba Ramsey

School Name

Cawood Elementary

Current Date

October 12, 2011

Priority Need	Goal
<p>According to a review of the performance descriptors for Kentucky’s Standards and Indicators, school leadership needs to increase its effort to support high performance expectations, and organize the school resources to maximize student and staff performance, and assist with the development of the comprehensive improvement plan that is focused on teaching and learning and involves all stakeholders.</p>	<p>According to a review of the performance descriptors for Kentucky’s Standards and Indicators, school leadership has increased its effort to support high performance expectations, and organize the school resources to maximize student and staff performance, and assists with the development of the comprehensive improvement plan that is focused on teaching and learning and involves a wide variety of stakeholders.</p>
Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A.1. 2011 Staff and Parent surveys indicates there is a need for the SBDM council to regularly review the school data to focus their actions on improving student academic performance.</p> <p>B.1. School visitor sign-in logs indicate that the staff has not taken full advantage of district resource teachers or outside resources to model differentiation of instruction, best practices, and instructional strategies for reading and math.</p> <p>C.1. 2011 SBDM sign-in sheets and committee sign-in sheets indicate there is some parent and community involvement in the CSIP planning process; however, there is a need for more community involvement in this process.</p>	<p>A.1. 2012 Staff and Parent surveys will indicate that our school is at a fully functioning and operational level of development and implementation in regards to improving student academic performance.</p> <p>B.1. School visitor sign-in logs will indicate that the staff taken full advantage of district resource teachers or outside resources to model differentiation of instruction, best practices and instructional strategies for reading and math.</p> <p>C.1. 2012 SBDM sign-in sheets and committee sign-in sheets will indicate an increase in parent and community involvement in the CSIP planning process.</p>

Efficiency

Objective A: Our school's SBDM and instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. The school administration will ensure the implementation of each type of open response question into classroom instruction through the review process of lesson plans, walk throughs, analysis of student work, and teachers' professional growth plans.	A1	Principal / Assistant Principal / M. Sergeant	11/11	05/12	N/A	N/A
A.1.b. The school administration will ensure teachers develop and implement rigorous, authentic and aligned assessments that allow modification of instruction to support proficient student work through the review process of lesson plans, interdisciplinary units of study and principal walk throughs and observations and analysis of student work.	A1	Principal / Assistant Principal / M. Sergeant	10/11	05/12	N/A	N/A
A.1.c. School leadership will receive leadership training utilizing the following organizations: KLA, KASC, KASA, and Elementary School Principals, etc.	A1	Principal / Assistant Principal	12/11	05/12	\$1,100	PD
A.1.d. School leadership will conduct observations in the classrooms using the Harlan County Walk Through observation form.	A1	Principal	12/11	05/12	N/A	N/A

Objective B: Our school organization will maximize the use of all available resources to support high student and staff performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. Teachers will utilize district resource teachers and outside resources to enhance instruction of the core content specifically in writing, social studies, arts/humanities, and practical living/vocational studies.	B1	Principal / Assistant Principal	10/11	05/12	N/A	N/A

Efficiency

Objective C: The school will develop, implement and evaluate a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. The school leadership will ensure that all staff members participate in the development and management of the school CSIP as evidenced by sign in sheets and committee rosters.	C1	Principal / T. Ellis	10/11	05/12	N/A	N/A
C.1.b. The school leadership will ensure that parent and community members are given opportunities for participation in the development of CSIP as evidenced by sign in sheets and committee rosters.	C1	Principal / Assistant Principal / M. Sergent	10/11	05/12	N/A	N/A