



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 304 students. In the last several years enrollment has remained at an average of 300 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. 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 school-wide Title I school based on the fact that approximately 90% of the students are on free/reduced lunches. The location of our school and community limits the amount of exposure for our student to extra curricular activities.

The staff at Cawood Elementary consists of all Highly Qualified staff members who are teaching in their field of expertise. Our staff is comprised of 42% that has 20 or more years of experience with an additional 21% that has 10 to 20 years experience. Of our non-tenured staff members 25% are in the Teach For America program. In addition to years of experience, 71% have a Master's Degree or higher. At this time, there is not any Nationally Board Certified teachers in our school. Also, 71% of our teaching staff began their careers at Cawood Elementary and have continued to teach here. I think this is a tribute to the positive family atmosphere as well as the quality and dedication of the teachers that work at Cawood.

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 6-8. 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 K-4 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 K PREP 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 2014-2015 state assessment, our elementary students scored as a Proficient Progressing school with an Overall Accountability score of 68.8. We met all goals and we met our AMO. Our elementary students were ranked fourth in the Harlan County school district on the K-PREP assessment for the 2014-15 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. The Overall Accountability Score was 65.8, this 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. We also have an in school tutor that works with students in math and language arts in all grades. 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 a typical response may be, "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. This supportive attitude is not a learned attribute it is something that is intrinsic in all of our teachers and is visible throughout our district.

Comprehensive School Improvement Plan 2015- 2016

Overview

Plan Name

Comprehensive School Improvement Plan 2015-2016

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	PROFICIENCY GOAL: Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$1500
2	CCR GOAL: Increase the percentage of students who are college and career ready from 73.5% in Reading/58.9% in Math in 2014/15 school year to 78% in Reading/63.4% in Math by 2017.	Objectives: 1 Strategies: 2 Activities: 6	Organizational	\$0
3	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.	Objectives: 1 Strategies: 1 Activities: 7	Organizational	\$72000
4	PRINCIPAL GOAL: Increase the percentage of effective Principals from _____% in 2015 to _____% in 2020.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$0
5	TEACHER GOAL: Increase the percentage of effective teachers from _____% in 2015 to _____% in 2020	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$500
6	NOVICE REDUCTION: Decrease the percentage of students scoring in the novice category 50% by 2020.	Objectives: 1 Strategies: 1 Activities: 8	Organizational	\$133500

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

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy 1:

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

Category: Continuous Improvement

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

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) 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	08/05/2015	05/10/2016	\$0	No Funding Required	Principal; Title I, Special Education and Classroom Teachers, Academic Specialist, Tutors
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	08/05/2015	05/09/2016	\$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
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	08/05/2015	05/09/2016	\$0	General Fund	Principal; Title I and K-3 Teachers
Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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: 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, CIITS, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning	08/05/2015	05/10/2016	\$500	General Fund	Principal; Faculty; Staff
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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	08/05/2015	05/10/2016	\$0	No Funding Required	Principal; 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	08/05/2015	05/09/2016	\$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	08/05/2015	05/09/2016	\$0	No Funding Required	Principal; Special Education Teachers; Title I and Classroom Teachers, District Support Staff, Speech Instructors

Activity - Math Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will receive an extra math instructional period daily to improve K-PREP assessment scores. Students in grades 2-8 will receive extra math or language arts instruction from the Gear Up Tutor and Academic Specialist with a focus on the targeted grades of 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Principal; Teachers, Tutors, Academic Specialist,
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Strategy 2:

Non-Traditional Instructional Days (NTI) - NTI days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e. snow, flu). Teachers will provide online presence and open communication for content delivery. This will lessen the amount of instructional time being lost and enable teachers to move on with new content when school is back in session.

Category: Integrated Methods for Learning

Activity - NTI-Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
NTI Days will utilize a Project Based Learning model for instruction. Students will gain knowledge and skills by working for an extended amount of time to investigate and respond to engaging and complex questions, problems or challenges. Project based learning is an alternative to paper-pencil, rote memorization or teacher led classroom instruction. Students draw on lessons from several disciplines across the curriculum and apply their knowledge to a task. All students will complete activity packets in order to demonstrate their learning.	Technology, Direct Instruction	12/01/2015	05/10/2016	\$1000	General Fund	Administration, Principal, Teachers, Support Staff

Goal 2: CCR GOAL: Increase the percentage of students who are college and career ready from 73.5% in Reading/58.9% in Math in 2014/15 school year to 78% in Reading/63.4% in Math by 2017.

Measurable Objective 1:

demonstrate a proficiency Cawood Elementary School increase the percentage of proficient/distinguished students in Reading to 75.75%/Math to 61.15% by 05/10/2016 as measured by the Unbridled Learning Formula..

Strategy 1:

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

Category: Career Readiness Pathways

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
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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, Gear Up personnel and practical living/vocational studies teachers will use the KPREP 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	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Guidance Counselor, Gear Up Personnel
Activity - High School Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school guidance counselor, Gear Up Personnel and 8th grade teachers will utilize the K-PREP results to assist 8th grade students in making course selections for high school.	Career Preparation/Orientation	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, guidance counselor, Gear Up Personnel, 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	08/05/2015	05/10/2016	\$0	No Funding Required	Principal; Teachers; FRYSC
Activity - College Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear Up Personnel will share and advise students on various colleges. Teachers will display college information from the institute in which they attended as well as the name and type of degree they received.	Career Preparation/Orientation	09/08/2015	05/10/2016	\$0	No Funding Required	Principal, guidance counselor, teachers, Gear Up Personnel
Activity - iCurio	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
iCurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	12/09/2015	05/10/2016	\$0	No Funding Required	District (Training), Principal, Teachers

Strategy 2:

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

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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	08/06/2013	05/10/2016	\$0	No Funding Required	Principals; Teachers

Goal 3: 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 maintain and/or increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from the actual score of 52.9% to an actual delivery target of 51.0% and in middle school from an actual score 51.8% to 51.4% by 05/10/2016 as measured by KPREP..

Strategy 1:

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

Category: Teacher PGES

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	08/05/2015	05/09/2016	\$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	08/05/2015	05/09/2016	\$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	08/05/2015	05/09/2016	\$0	No Funding Required	Principal and teachers

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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	08/05/2015	05/09/2016	\$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.	Technology	08/05/2015	05/09/2016	\$5000	District Funding	Teachers
Activity - Parental Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All parents will be invited to attend various meetings throughout the school year which includes: Open House, Family reading night, Title I Parent Advisory Council meetings (in which parental input is sought), Parent/Teacher conferences, 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	08/05/2015	05/09/2016	\$0	No Funding Required	Principal; Title I, special needs and classroom teachers, FRYSC coordinator, Librarian
Activity - Gear-Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Gear-Up program will increase College and Career Readiness for students in grades 2 through 8, through enrichment services of targeted students as well as providing them the opportunity to tour a college campus during their eighth grade year	Academic Support Program	08/05/2015	05/09/2016	\$12000	Grant Funds	Gear-Up Academic Specialist, Principal, Gear-Up Coordinator

Goal 4: PRINCIPAL GOAL: Increase the percentage of effective Principals from _____% in 2015 to _____% in 2020.

Measurable Objective 1:

collaborate to -Goal and objective will be set in 2015 after baseline data has been received from first year of implementation. by 05/10/2016 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:

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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	08/06/2014	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 classroom visits beyond scheduled classroom observations.	Professional Learning	08/06/2014	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 2015 the principal will participate in re-evaluation training regarding the effective use of the new District evaluation processes and forms.	Professional Learning	07/01/2015	07/31/2015	\$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 2014 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 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: Continuous Improvement

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 2015 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	10/01/2015	05/10/2016	\$0	No Funding Required	Principals / SBDM / Teachers

Goal 5: 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 05/10/2016 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 Edviation and the Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards outlined by TPGES.	Professional Learning	08/06/2014	05/13/2016	\$0	No Funding Required	Principals; Teachers
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	10/01/2014	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, 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 - CIITS Lesson Plan- All District Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will create lesson plans in CIITS as evidenced and documented by the principal.	Policy and Process	08/06/2014	05/08/2015	\$0	No Funding Required	Principal / Teachers

Goal 6: NOVICE REDUCTION: Decrease the percentage of students scoring in the novice category 50% by 2020.

Measurable Objective 1:

collaborate to maintain and/or decrease the averaged combined reading and math novice ratings in elementary from the actual score of 12.75% to an actual delivery target of 11.25% and in middle school from an actual score of 17.5% to 16% by 05/10/2016 as measured by the Unbridled Learning formula..

Strategy 1:

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

Category: Continuous Improvement

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 sub populations and review student performance data from multiple school years.	Academic Support Program	08/05/2015	05/10/2016	\$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.	Academic Support Program	08/05/2015	05/10/2016	\$50000	Read to Achieve	Principal and Teachers
Activity - Literacy/Math Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-8 who are in danger of falling behind in reading and math will receive additional instruction utilizing Response to Intervention as identified by STAR Reading and Math Assessments	Academic Support Program	08/05/2015	05/10/2016	\$5000	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	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Principal and teachers
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students K-2 identified will receive individualized interventions to meet specific academic goals. ESS teacher will provide supplemental instruction to these students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program	09/01/2015	05/10/2016	\$8500	Other	Principal; ESS Teachers; Teachers
Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-8 will receive extra math daily as part of a math lab program. Teachers will use Go -Math, Saxon Math and other research based programs to reinforce math strategies.	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Principal and teachers
Activity - Tutors	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work with students in grades 3-8 on a rotating basis to supplement and reinforce math strategies.	Academic Support Program	10/01/2015	09/30/2016	\$10000	Grant Funds	Principal, Teachers, Gear Up Coordinator
Activity - Gear Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Gear Up personnel will service as a supplemental instructor in language arts and literacy in grades 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$60000	Grant Funds	Principal, Teachers, Gear Up Coordinator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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	08/05/2015	05/09/2016	\$0	Principal; Special Education Teachers; Title I and Classroom Teachers, District Support Staff, Speech Instructors
Professional Growth Plan	The Principal and teachers will develop Professional Growth plans based on self-reflection and student growth needs.	Professional Learning	08/06/2014	05/13/2016	\$0	Principal; Teachers
Parental Involvement	All parents will be invited to attend various meetings throughout the school year which includes: Open House, Family reading night, 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	08/05/2015	05/09/2016	\$0	Principal; Title I, special needs and classroom teachers, FRYSC coordinator, Librarian
Classroom Observations	The Principal will implement classroom visits beyond scheduled classroom observations.	Professional Learning	08/06/2014	05/13/2016	\$0	Principal
Professional Growth Goals	Teachers will set professional growth goals based on principal observation, self-reflection and student needs.	Professional Learning	10/01/2014	05/13/2016	\$0	Principal; 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	08/05/2015	05/09/2016	\$0	Principal; SIT Team

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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, Gear Up personnel and practical living/vocational studies teachers will use the KPREP 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	08/05/2015	05/10/2016	\$0	Principal, Guidance Counselor, Gear Up Personnel
Disaggregation of Data	All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) 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	08/05/2015	05/10/2016	\$0	Principal; Title I, Special Education and Classroom Teachers, Academic Specialist, Tutors
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	08/05/2015	05/09/2016	\$0	Principal; Title I, Special Education and Classroom Teachers
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	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal and teachers
TELL Survey (PGES)	The Principal (in collaboration with SBDM councils and teachers) will view and analyze the 2015 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	10/01/2015	05/10/2016	\$0	Principals / SBDM / Teachers
CIITS Training	Teachers will utilize CIITS, specifically Edviation and the Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards outlined by TPGES.	Professional Learning	08/06/2014	05/13/2016	\$0	Principals; Teachers

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Identification of Gaps and Performance Data	Utilize K-PREP data to identify sub populations and review student performance data from multiple school years.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal and 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	08/05/2015	05/10/2016	\$0	Principal; Teachers; FRYSC
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	08/06/2013	05/10/2016	\$0	Principals; Teachers
Math Initiative	All students will receive an extra math instructional period daily to improve K-PREP assessment scores. Students in grades 2-8 will receive extra math or language arts instruction from the Gear Up Tutor and Academic Specialist with a focus on the targeted grades of 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal; Teachers, Tutors, Academic Specialist,
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	08/05/2015	05/09/2016	\$0	Principal and Teachers
High School Preparation	The school guidance counselor, Gear Up Personnel and 8th grade teachers will utilize the K-PREP results to assist 8th grade students in making course selections for high school.	Career Preparation/Orientation	08/05/2015	05/10/2016	\$0	Principal, guidance counselor, Gear Up Personnel, 8th grade teachers
Math Lab	Students in grades K-8 will receive extra math daily as part of a math lab program. Teachers will use Go -Math, Saxon Math and other research based programs to reinforce math strategies.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal and teachers
Re-evaluation Training: PGES	In July 2015 the principal will participate in re-evaluation training regarding the effective use of the new District evaluation processes and forms.	Professional Learning	07/01/2015	07/31/2015	\$0	Principal
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	08/05/2015	05/10/2016	\$0	Principal; Teachers
iCurio	iCurio is an online technology that allows teachers to easily create relevant, tailored, student-centered instruction that differentiates learning and addresses the intent of college- and career-ready standards. These digital resources are aligned to standards, relevant, and contain comprehensive coverage for every grade, subject, and learner.	Technology	12/09/2015	05/10/2016	\$0	District (Training), Principal, Teachers
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	08/05/2015	05/09/2016	\$0	Principal and teachers
CIITS Lesson Plan- All District Teachers	All teachers will create lesson plans in CIITS as evidenced and documented by the principal.	Policy and Process	08/06/2014	05/08/2015	\$0	Principal / Teachers

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College Day	Gear Up Personnel will share and advise students on various colleges. Teachers will display college information from the institute in which they attended as well as the name and type of degree they received.	Career Preparation/Orientation	09/08/2015	05/10/2016	\$0	Principal, guidance counselor, teachers, Gear Up Personnel
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.	Technology	08/05/2015	05/09/2016	\$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, Edviation, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning	08/01/2013	05/08/2015	\$500	Principal; Teachers
Total					\$5500	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Literacy/Math Support	Students in grades K-8 who are in danger of falling behind in reading and math will receive additional instruction utilizing Response to Intervention as identified by STAR Reading and Math Assessments	Academic Support Program	08/05/2015	05/10/2016	\$5000	Principal and Teachers
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	08/05/2015	05/09/2016	\$50000	Principal and Teachers

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Extended School Services	Students K-2 identified will receive individualized interventions to meet specific academic goals. ESS teacher will provide supplemental instruction to these students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program	09/01/2015	05/10/2016	\$8500	Principal; ESS Teachers; Teachers
Total					\$63500	

Read to Achieve

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.	Academic Support Program	08/05/2015	05/10/2016	\$50000	Principal and Teachers
Total					\$50000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutors	Tutors will work with students in grades 3-8 on a rotating basis to supplement and reinforce math strategies.	Academic Support Program	10/01/2015	09/30/2016	\$10000	Principal, Teachers, Gear Up Coordinator
Gear Up	Gear Up personnel will service as a supplemental instructor in language arts and literacy in grades 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$60000	Principal, Teachers, Gear Up Coordinator
Gear-Up	The Gear-Up program will increase College and Career Readiness for students in grades 2 through 8, through enrichment services of targeted students as well as providing them the opportunity to tour a college campus during their eighth grade year	Academic Support Program	08/05/2015	05/09/2016	\$12000	Gear-Up Academic Specialist, Principal, Gear-Up Coordinator
Total					\$82000	

Title I Schoolwide

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 teacher will provide supplemental instruction to these at-risk students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program	08/05/2015	05/09/2016	\$5000	Principal; ESS Teachers; Teachers
Total					\$5000	

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General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	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: 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, CIITS, Kentucky Framework for Teaching and Needs identified in Professional Growth Plans.	Professional Learning	08/05/2015	05/10/2016	\$500	Principal; Faculty; Staff
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	08/05/2015	05/09/2016	\$0	Principal; Title I and K-3 Teachers
NTI-Project Based Learning	NTI Days will utilize a Project Based Learning model for instruction. Students will gain knowledge and skills by working for an extended amount of time to investigate and respond to engaging and complex questions, problems or challenges. Project based learning is an alternative to paper-pencil, rote memorization or teacher led classroom instruction. Students draw on lessons from several disciplines across the curriculum and apply their knowledge to a task. All students will complete activity packets in order to demonstrate their learning.	Technology, Direct Instruction	12/01/2015	05/10/2016	\$1000	Administration Principal, Teachers, Support Staff
Total					\$1500	

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Our Data Analysis was completed on October 15th, 2015. While we are a Proficient overall in both Elementary and Middle School, we did find certain areas that still need attention. Our greatest area of need are still Elem and Middle school Math. Although we decreased our percentage of Novice and apprentice students from last year, this is still currently our greatest area of need.

The greatest areas of need are:

Elementary Math- 51.7 novice and apprentice combined

Middle School Math- 54.8 novice and apprentice combined.

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?

Our strengths were Elementary Social Studies and Middle School Reading. In order to keep this success teachers in Elementary Social Studies are moving toward more project based instruction. Students in Middle School Reading are also being serviced by a tutor that is in place as part of the Gear-Up initiative.

Opportunities for Improvement

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

Looking at our NAPD calculations, we identified students scoring apprentice and have tried through the Gear Up daytime Math tutor to move those students' scores up to Proficient. Students in grades 6-8 are also being serviced by the Gear Up Academic Specialist.

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 making appropriate adjustments in instruction to meet students' needs.

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

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

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy1:

Non-Traditional Instructional Days (NTI) - NTI days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e.snow, flu). Teachers will provide online presence and open communication for content delivery. This will lessen the amount of instructional time being lost and enable teachers to move on with new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - NTI-Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project Based Learning model for instruction. Students will gain knowledge and skills by working for an extended amount of time to investigate and respond to engaging and complex questions, problems or challenges. Project based learning is an alternative to paper-pencil, rote memorization or teacher led classroom instruction. Students draw on lessons from several disciplines across the curriculum and apply their knowledge to a task. All students will complete activity packets in order to demonstrate their learning.	Technology Direct Instruction	12/01/2015	05/10/2016	\$1000 - General Fund	Administration, Principal, Teachers, Support Staff

Strategy2:

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

Category: Continuous Improvement

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

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Activity - Disaggregation of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use K-PREP, universal screeners (STAR Reading and Math Assessments) 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	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal; Title I, Special Education and Classroom Teachers, Academic Specialist, Tutors

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 maintain and/or increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from the actual score of 52.9% to an actual delivery target of 51.0% and in middle school from an actual score 51.8% to 51.4% by 05/10/2016 as measured by KPREP..

Strategy1:

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

Category: Teacher PGES

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	Funding Amount & Source	Staff Responsible
Utilize K-PREP data to identify subpopulations and review student performance data from multiple school years.	Academic Support Program	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal and Teachers

Activity - Gear-Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear-Up program will increase College and Career Readiness for students in grades 2 through 8, through enrichment services of targeted students as well as providing them the opportunity to tour a college campus during their eighth grade year	Academic Support Program	08/05/2015	05/09/2016	\$12000 - Grant Funds	Gear-Up Academic Specialist, Principal, Gear-Up Coordinator

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 05/10/2016 as measured by data that is currently unavailable..

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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	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, Edivation, 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	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

Narrative:

According to the TELL Survey our weakest are remains, that teachers work in professional learning communities to develop instructional practices. We are continuing to work on professional Developments and Dis-aggregation of Data to improve this finding. In addition common planning remains a weak area and teachers are working to create common goals and instruction units.

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 school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy1:

Non-Traditional Instructional Days (NTI) - NTI days provide instruction to ALL students during a day when school is not open due to

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unforeseen circumstances (i.e. snow, flu). Teachers will provide online presence and open communication for content delivery. This will lessen the amount of instructional time being lost and enable teachers to move on with new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - NTI-Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project Based Learning model for instruction. Students will gain knowledge and skills by working for an extended amount of time to investigate and respond to engaging and complex questions, problems or challenges. Project based learning is an alternative to paper-pencil, rote memorization or teacher led classroom instruction. Students draw on lessons from several disciplines across the curriculum and apply their knowledge to a task. All students will complete activity packets in order to demonstrate their learning.	Direct Instruction Technology	12/01/2015	05/10/2016	\$1000 - General Fund	Administration, Principal, Teachers, Support Staff

Strategy2:

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

Category: Continuous Improvement

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

Activity - Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP assessment scores. Students in grades 2-8 will receive extra math or language arts instruction from the Gear Up Tutor and Academic Specialist with a focus on the targeted grades of 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal; Teachers, Tutors, Academic Specialist,

Activity - Response to Intervention	Activity Type	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 RtI/KSI processes based on data, if needed.	Academic Support Program	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; SIT Team

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.

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Measurable Objective 1:

collaborate to maintain and/or increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from the actual score of 52.9% to an actual delivery target of 51.0% and in middle school from an actual score 51.8% to 51.4% by 05/10/2016 as measured by KPREP..

Strategy1:

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

Category: Teacher PGES

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

Activity - Extended School Services	Activity Type	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	08/05/2015	05/09/2016	\$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 05/10/2016 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 Growth Goals	Activity Type	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

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Activity - Professional Development	Activity Type	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, Edivation, 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 - CIITS Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize CIITS, specifically Edivation and the Kentucky Framework for Teaching, administrator observations and self reflection to comply with standards outlined by TPGES.	Professional Learning	08/06/2014	05/13/2016	\$0 - No Funding Required	Principals; Teachers

Goal 4:

NOVICE REDUCTION: Decrease the percentage of students scoring in the novice category 50% by 2020.

Measurable Objective 1:

collaborate to maintain and/or decrease the averaged combined reading and math novice ratings in elementary from the actual score of 12.75% to an actual delivery target of 11.25% and in middle school from an actual score of 17.5% to 16% by 05/10/2016 as measured by the Unbridled Learning formula..

Strategy1:

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

Category: Continuous Improvement

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

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students K-2 identified will receive individualized interventions to meet specific academic goals. ESS teacher will provide supplemental instruction to these students utilizing programs such as My Reading Coach, and Go Math etc.	Academic Support Program	09/01/2015	05/10/2016	\$8500 - Other	Principal; ESS Teachers; Teachers

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

Goal 1:

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

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy1:

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

Category: Continuous Improvement

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

Activity - Kindergarten Readiness	Activity Type	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	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; Special Education Teachers; Title I and Classroom Teachers, District Support Staff, Speech Instructors

Narrative:

Prospective students were screened utilizing the DIAL-4. In addition all kindergarten students are screened with Brigance the first month of school.

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 school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Strategy1:

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

Category: Continuous Improvement

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

Activity - K-3 Early Learning	Activity Type	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	08/05/2015	05/09/2016	\$0 - General Fund	Principal; Title I and K-3 Teachers

Activity - Kindergarten Readiness	Activity Type	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	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; Special Education Teachers; Title I and Classroom Teachers, District Support Staff, Speech Instructors

Activity - Response to Intervention	Activity Type	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 RtI/KSI processes based on data, if needed.	Academic Support Program	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; SIT Team

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 maintain and/or increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from the actual score of 52.9% to an actual delivery target of 51.0% and in middle school from an actual score 51.8% to 51.4% by 05/10/2016 as measured by KPREP..

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Strategy1:

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

Category: Teacher PGES

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

Activity - Parental Involvement	Activity Type	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, Family reading night, 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	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; Title I, special needs and classroom teachers, FRYSC coordinator, Librarian

Activity - K-3 Early Literacy	Activity Type	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	08/05/2015	05/09/2016	\$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 school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy1:

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

Category: Continuous Improvement

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

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Activity - Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP assessment scores. Students in grades 2-8 will receive extra math or language arts instruction from the Gear Up Tutor and Academic Specialist with a focus on the targeted grades of 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal; Teachers, Tutors, Academic Specialist,

Activity - Response to Intervention	Activity Type	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 RtI/KSI processes based on data, if needed.	Academic Support Program	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; SIT Team

Activity - K-3 Early Learning	Activity Type	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	08/05/2015	05/09/2016	\$0 - General Fund	Principal; Title I and K-3 Teachers

Strategy2:

Non-Traditional Instructional Days (NTI) - NTI days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e. snow, flu). Teachers will provide online presence and open communication for content delivery. This will lessen the amount of instructional time being lost and enable teachers to move on with new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - NTI-Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project Based Learning model for instruction. Students will gain knowledge and skills by working for an extended amount of time to investigate and respond to engaging and complex questions, problems or challenges. Project based learning is an alternative to paper-pencil, rote memorization or teacher led classroom instruction. Students draw on lessons from several disciplines across the curriculum and apply their knowledge to a task. All students will complete activity packets in order to demonstrate their learning.	Technology Direct Instruction	12/01/2015	05/10/2016	\$1000 - General Fund	Administration, Principal, Teachers, Support Staff

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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 maintain and/or increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from the actual score of 52.9% to an actual delivery target of 51.0% and in middle school from an actual score 51.8% to 51.4% by 05/10/2016 as measured by KPREP..

Strategy1:

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

Category: Teacher PGES

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	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	08/05/2015	05/09/2016	\$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 school students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy1:

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

Category: Continuous Improvement

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

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Activity - Math Initiative	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will receive an extra math instructional period daily to improve K-PREP assessment scores. Students in grades 2-8 will receive extra math or language arts instruction from the Gear Up Tutor and Academic Specialist with a focus on the targeted grades of 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal; Teachers, Tutors, Academic Specialist,

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 maintain and/or increase the averaged combined reading and math proficiency ratings in the non-duplicated gap group in elementary from the actual score of 52.9% to an actual delivery target of 51.0% and in middle school from an actual score 51.8% to 51.4% by 05/10/2016 as measured by KPREP..

Strategy1:

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

Category: Teacher PGES

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	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	08/05/2015	05/09/2016	\$50000 - Other	Principal and Teachers

Activity - Renaissance Programs	Activity Type	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	08/05/2015	05/09/2016	\$5000 - District Funding	Teachers

Activity - Extended School Services	Activity Type	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	08/05/2015	05/09/2016	\$5000 - Title I Schoolwide	Principal; ESS Teachers; Teachers

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Activity - Gear-Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Gear-Up program will increase College and Career Readiness for students in grades 2 through 8, through enrichment services of targeted students as well as providing them the opportunity to tour a college campus during their eighth grade year	Academic Support Program	08/05/2015	05/09/2016	\$12000 - Grant Funds	Gear-Up Academic Specialist, Principal, Gear-Up Coordinator

Activity - Identification of Gaps and Performance Data	Activity Type	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	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal and Teachers

Activity - Parental Involvement	Activity Type	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, Family reading night, Title I Parent Advisory Council meetings (in which parental input is sought), Parent/Teacher conferences, 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	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal; Title I, special needs and classroom teachers, FRYSC coordinator, Librarian

Activity - Differentiated Instruction	Activity Type	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	08/05/2015	05/09/2016	\$0 - No Funding Required	Principal and teachers

Goal 3:

NOVICE REDUCTION: Decrease the percentage of students scoring in the novice category 50% by 2020.

Measurable Objective 1:

collaborate to maintain and/or decrease the averaged combined reading and math novice ratings in elementary from the actual score of 12.75% to an actual delivery target of 11.25% and in middle school from an actual score of 17.5% to 16% by 05/10/2016 as measured by the Unbridled Learning formula..

Strategy1:

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

Category: Continuous Improvement

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

SY 2015-2016

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Activity - Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-8 will receive extra math daily as part of a math lab program. Teachers will use Go -Math, Saxon Math and other research based programs to reinforce math strategies.	Academic Support Program	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal and teachers

Activity - Literacy/Math Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-8 who are in danger of falling behind in reading and math will receive additional instruction utilizing Response to Intervention as identified by STAR Reading and Math Assessments	Academic Support Program	08/05/2015	05/10/2016	\$5000 - Other	Principal and Teachers

Activity - Tutors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will work with students in grades 3-8 on a rotating basis to supplement and reinforce math strategies.	Academic Support Program	10/01/2015	09/30/2016	\$10000 - Grant Funds	Principal, Teachers, Gear Up Coordinator

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Gear Up personnel will service as a supplemental instructor in language arts and literacy in grades 6-8.	Academic Support Program	08/05/2015	05/10/2016	\$60000 - Grant Funds	Principal, Teachers, Gear Up Coordinator

The school identified specific strategies to increase the average freshman graduation rate.

N/A (this question does not apply)

The school identified specific strategies to increase the percentage of students who are college and career ready.

N/A (this question does not apply)

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

Goal 1:

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

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Proficient and Distinguished K-PREP scores for an averaged Combined Elem/Middle Actual Score of 52.7% to an average Delivery Target of 52.2% by 05/10/2016 as measured by K-Prep.

Strategy1:

Non-Traditional Instructional Days (NTI) - NTI days provide instruction to ALL students during a day when school is not open due to unforeseen circumstances (i.e.snow, flu). Teachers will provide online presence and open communication for content delivery. This will lessen the amount of instructional time being lost and enable teachers to move on with new content when school is back in session.

Category: Integrated Methods for Learning

Research Cited:

Activity - NTI-Project Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
NTI Days will utilize a Project Based Learning model for instruction. Students will gain knowledge and skills by working for an extended amount of time to investigate and respond to engaging and complex questions, problems or challenges. Project based learning is an alternative to paper-pencil, rote memorization or teacher led classroom instruction. Students draw on lessons from several disciplines across the curriculum and apply their knowledge to a task. All students will complete activity packets in order to demonstrate their learning.	Technology Direct Instruction	12/01/2015	05/10/2016	\$1000 - General Fund	Administration, Principal, Teachers, Support Staff

Goal 2:

CCR GOAL: Increase the percentage of students who are college and career ready from 73.5% in Reading/58.9% in Math to 78% in Reading/63.4% in Math by 2017.

Measurable Objective 1:

demonstrate a proficiency Cawood Elementary School increase the percentage of proficient/distinguished students in Reading to 75.75%/Math to 61.15% by 05/10/2016 as measured by the Unbridled Learning Formula..

Strategy1:

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	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	05/10/2016	\$0 - No Funding Required	Principals; Teachers

KDE Comprehensive School Improvement Plan

Cawood Elementary School

Strategy2:

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

Category: Career Readiness Pathways

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

Activity - High School Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school guidance counselor, Gear Up Personnel and 8th grade teachers will utilize the K-PREP results to assist 8th grade students in making course selections for high school.	Career Preparation/ Orientation	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, guidance counselor, Gear Up Personnel, 8th grade teachers

Activity - Career Advising	Activity Type	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, Gear Up personnel and practical living/vocational studies teachers will use the KPREP 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	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Guidance Counselor, Gear Up Personnel

Activity - Career Day	Activity Type	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	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal; Teachers; FRYSC

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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 and 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 and refer to data disaggregation.	

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.	

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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
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		

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		

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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 (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 CSIP.	

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

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

KDE Comprehensive School Improvement Plan

Cawood Elementary School

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 para-educators demonstrating that the duties are on a limited basis only.	Yes		

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

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

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

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

Melinda Sergent- Principal

Sheba Ramsey-CSIP Manager

Lisa Lewis- District Coordinator

Parent Surveys

Student Surveys

Staff Surveys

Relationship Building

Overall Rating: 3.43

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	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
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

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

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

Overall Rating: 2.71

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

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

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

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

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

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

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

Decision Making

Overall Rating: 2.57

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	School staff offers professional learning community opportunities, workshops, and accessible written information to equip parents for service on SBDM council and committees.	Proficient

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	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
4.4	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
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

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

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	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
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School council has a policy and a process to resolve issues or complaints and outcomes are sometimes tracked and reported to the council.	Apprentice

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

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

Learning Opportunities

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	All stakeholders are engaged in conversation and written communication about the academic progress of all students in school and district.	Distinguished

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that welcomes families to visit all classrooms.	Distinguished

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

Community Partnerships

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	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
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	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
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	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
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

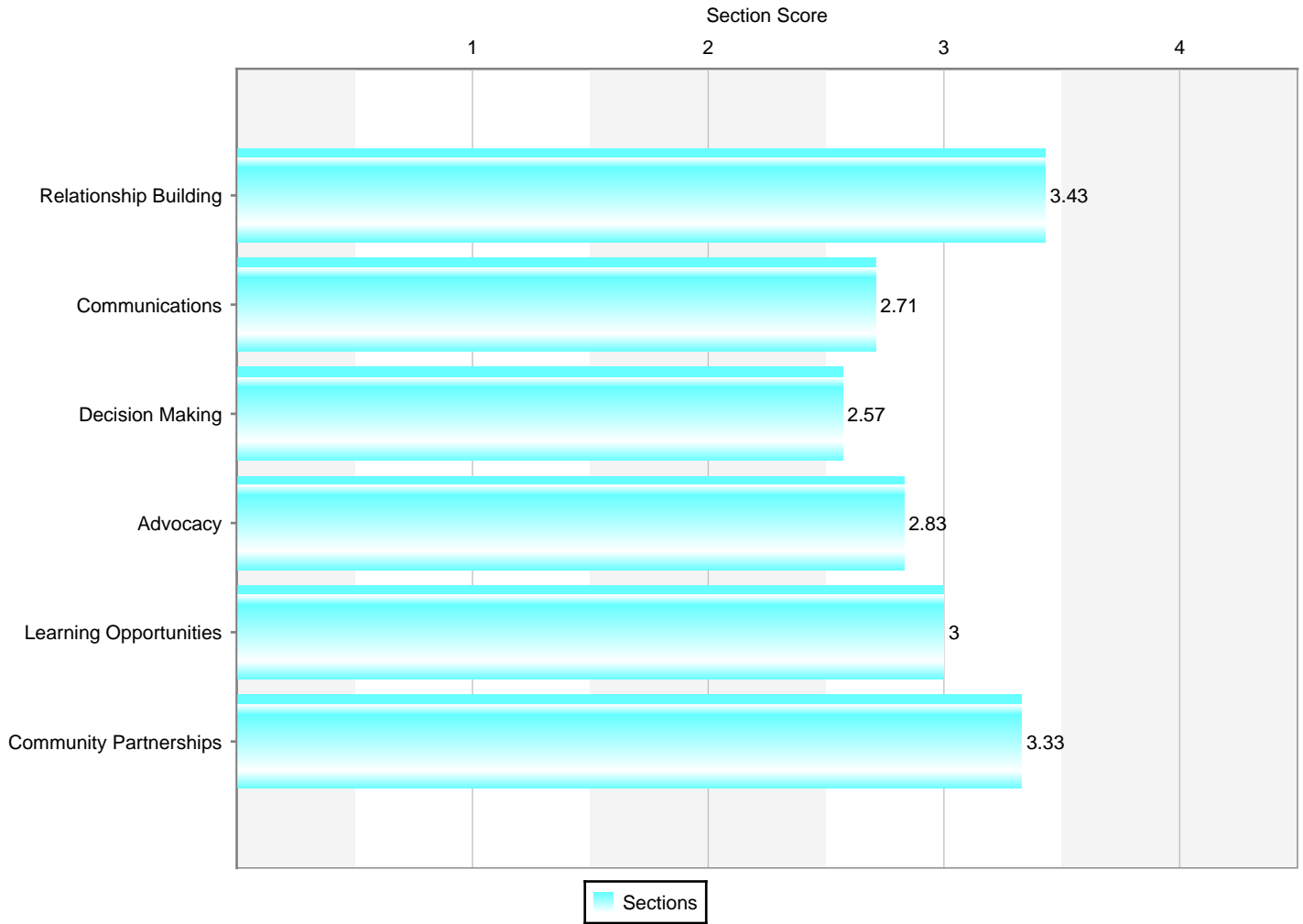
Reflection

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

An area of improvement for Cawood Elementary would be to organize a Parent Teacher Organization. This would assist the school with allocating responsibilities and sharing information as well as serve as a directive for academic achievement. One area of strength for Cawood Elementary is the amount of resources available for our students and parents that reduces/eliminates 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.

School Safety Report

Introduction

In response to recent tragic events in our nation's schools, during the 2013 legislative session the Kentucky General Assembly took action, through the passage of Senate Bill 8/House Bill 354, to assure that our schools are safer places for students and staff to work and learn. Among other things, SB8/HB354 required changes to emergency plan requirements, the development of school safety practices, and additional severe weather, lockdown and earthquake drills. The bill also required local school district superintendents to verify to the Kentucky Department of Education that all schools in the district are in compliance with these requirements. This diagnostic is the means by which this reporting is accomplished.

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does the public school building have an Emergency Management Plan (EMP)?	Yes	Our school has a current Emergency Management Plan.	

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP? For public school buildings without an SBDM council, did the district adopt a policy requiring the development of an EMP?	No	Our District required each school to have a current EMP each school year. It was not adopted or required by SBDM.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	Yes, the SBDM adopted an Emergency Management Plan was adopted on September 1st regular meeting.	

Label	Assurance	Response	Comment	Attachment
4.	Has the public school building provided the local first responders with a copy of the building's EMP and a copy of the building's floor plan?	Yes	A Floor plan and EMP was given to local first respondents including Fire Department and Police Department.	

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been annually reviewed and revised as needed by the SBDM council (when applicable), principal and first responders?	Yes	It is reviewed yearly and the review for this year was September 1st, 2015.	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	On August 4th, 2015 all faculty and staff was given a copy of the Emergency Management Plan.	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	No	I did not have them review the policy, but they were given a copy of the policy.	

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Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes	All evacuation routes are posted on the wall of each classroom as well as the library, cafeteria, and gymnasium.	

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	The Fire Marshall came to Cawood Elementary in July 2015 and reviewed all safe zones.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	All students are taught the proper Earthquake procedures within the first month of school and drills are practiced twice yearly.	

Label	Assurance	Response	Comment	Attachment
11.	Has the public school building developed and adhered to practices designed to ensure control of access to the public school building (i.e, controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes	There is a procedure in place at Cawood Elementary School that is practiced daily in controlling access to all areas of the building.	

Label	Assurance	Response	Comment	Attachment
12.	Has the public school building completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	All required drills were completed within the first 30 days of school. Fire Drill dates were August 12th, 2015 and August 19th, 2015. Earthquake Drill was August 27th, 2015. Tornado was on August 27th, 2015 as well. Lockdown Drill was completed on August 31st, 2015.	

Label	Assurance	Response	Comment	Attachment
13.	Are processes in place to ensure all four emergency response drills (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake) will occur within the first thirty instructional days beginning January 1?	Yes	The four emergency response drills are required to occur in the first thirty days by our district and all dated paperwork is faxed in to the district safety coordinator.	

Equitable Access Diagnostic

Introduction

As part of No Child Left Behind (NCLB) each state is required to develop strategies to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. The results of this effort became a national push to ensure all teachers were highly qualified (HQT); meaning each teacher holds the appropriate certification for the content and/or grade level for which they are assigned. National data show that poor and minority continue to be taught by inexperienced, unqualified, or out-of-field teachers. As a result, in 2014, the United States Department of Education (USDOE) required states to develop equity plans and use evidence based strategies to address this issue. The focus of the plan is to move away from the concept of “highly qualified” to “high effective”.

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	All needs assessment data has been reviewed and achievement barriers were identified.	

What are the barriers identified?

All educators at Cawood Elementary are Highly Qualified in the area(s) that they teach, however, the pool of qualified educators is limited based on the lack of other economic resources in our area. Most educators employed at Cawood have been raised in Harlan and have families here. Other educators are not drawn to this area because of our limited economic status.

What sources of data were used to determine the barriers?

All parents, staff, and students were given surveys and questionnaires to determine any barriers.

What are the root causes of those identified barriers?

There has been a recent decline in our largest industry of coal mining and our declining socioeconomic conditions have deterred educators and their families from wanting to relocate to our county. Also, our location in a mountainous terrain of Southeastern Kentucky creates barriers in all aspects of life. It is a very rural area with little to no industry, jobs, or manufacturing which creates many educational barriers for our children.

What does the Professional Growth and Effectiveness System data say about the effectiveness of teachers in the school?

Implementation of TPGES began in 2014-2015 school year and data showed that all teachers at Cawood Elementary received a rating of Accomplished or above on the Professional Growth and Effectiveness System.

Equitable Access Strategies

Placement: Describe school policies or procedures that address the assignment of students to ensure low income and minority students are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers who are not identified as low income or minority students.

SBDM has classroom assignment policies in place that ensure that all students are equitably placed in a teacher's classroom. While there may be new teachers with limited teaching experience, there are no teachers that are ineffective or out-of-field.

Placement: How is data used to make student assignment decisions to ensure low income, minority, Limited English Proficient and Exceptional Children and Youth are not assigned to inexperienced, ineffective or out-of-field teachers more often than their peers?

Classroom data as well as teacher referrals and KPREP data is used to determine equitable placement of all students.

Recruitment and Retention: How does the school analyze student level data to design targeted recruitment of effective and diverse teachers?

The school staff analyzes student data to recruit effective teachers in areas targeted for growth in programs such as Gear Up and Extended School Services (ESS). These teachers provide enrichment and remediation services in areas needed.

Recruitment and Retention: How does the school recruit teachers who are effective in implementing practices that are targeted to support the diverse learning needs of minority students, low income students, Limited English Proficient and Exceptional Children and Youth?

Cawood Elementary has a 90% free and reduced population. Due to this high rate of low income, all hired teachers are highly qualified in implementing practices that support diverse learners.

Recruitment and Retention: How does the school retain effective teachers? Identify any incentives.

There are no incentives in retaining effective teachers, but the friendly and family oriented school atmosphere helps to retain good quality teachers.

Professional Learning: Identify supports, including mentoring and/or induction, provided to meet the needs of first year, inexperienced and out-of-field teachers.

teachers. All first year teachers must also complete their Kentucky Teacher Internship Program that is required by the State. These support services ensure professional learning and growth.

Professional Learning: Utilizing PGES data, how are the professional learning needs of teachers with an effectiveness rating below accomplished addressed?

During the school year, I as principal discuss progress or lack of progress with each teacher that is being evaluated. We use all data from PGES to give them a rating throughout the year. I also discuss ways to improve areas that are ineffective and try to assign tasks that will encourage growth and professional learning.

Working Conditions: How are TELL Kentucky results being addressed to increase recruitment, retention and professional learning needs of staff?

Tell Kentucky results are analyzed to see how to improve the professional learning and working conditions of staff at Cawood Elementary. All results were discussed at staff meetings and suggestions were made and some were implemented to improve morale of staff.

Questions

Identify all goals, objectives, strategies and activities created that support equitable access and the responses in this diagnostic.

The CSIP addresses the support of equitable access by stating that all certified job postings be listed on the KDE website for all interested persons to view.