



KDE Comprehensive School Improvement Plan

James A. Cawood Elementary
Harlan County

John Carter III, Principal
279 Ball Park Rd.
Harlan, KY 40831

TABLE OF CONTENTS

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

Executive Summary

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

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	7
--	---

Additional Information.....	8
-----------------------------	---

Updated 2015-2016 CSIP Goals

Overview.....	10
---------------	----

Goals Summary.....	11
--------------------	----

Goal 1: 2015-16 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.	13
---	----

Goal 2: 2015-16 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for Elementary and Middle School students from 44% to 72% in 2017.....	14
---	----

Goal 3: 2015-2016 NEXT GENERATION PROFESSIONALS - Principal Goal: Increase the percentage of effective principals from ___% in 2015 to ___% in 2020.....	16
--	----

Goal 4: 2015-2016 CCR Goal: Increase the percentage of students who are college and career ready from 52.2% in Reading/17.2% in Math to 62.2% in Reading/27.2% in Math by 2017.....	17
---	----

Goal 5: 2015-16 PROGRAM REVIEW Goal: To conduct Program Reviews as required by KDE.....	18
---	----

Goal 6: 2015-2016 NEEDS ASSESSMENT Goal: To address areas needing improvement as reported by staff, student, and parent surveys.....	19
--	----

Goal 7: 2015-16 TELL SURVEY Goal: To increase staff's positive perception of Teacher Leadership and School Leadership.....	19
--	----

Goal 8: 2015-16 T1, C6 PARENT INVOLVEMENT Goal:	20
---	----

Goal 9: 2015-16 T1, C5, HQ TEACHERS Goal: Highly qualified teachers will be recruited and retained.....	21
---	----

Goal 10: 205-16 K-3 PROFICIENCY Goal: To increase the overall average for 3rd grade reading and math KPREP proficiency scores.....	21
--	----

Goal 11: 2015-16 KINDERGARTEN READINESS Goal: To increase the percentage of students who are kindergarten-ready.....	22
Goal 12: 2015-16 TPGES GOAL: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020	23
Goal 13: 2015-16 Novice Reduction Goal: Decrease the percentage of students scoring in the novice category by 50% by 2020.....	24
Activity Summary by Funding Source.....	25

Phase I - Needs Assessment

Introduction.....	32
Data Analysis.....	33
Areas of Strengths.....	34
Opportunities for Improvement.....	35
Conclusion.....	36

Phase II - KDE Compliance and Accountability - Schools

Introduction.....	38
Planning and Accountability Requirements.....	39

Phase II - KDE Assurances - Schools

Introduction.....	49
Assurances.....	50

Phase I - The Missing Piece

Introduction.....	56
Stakeholders.....	57

Relationship Building 58

Communications 59

Decision Making 61

Advocacy 63

Learning Opportunities 64

Community Partnerships 65

Reflection 66

Report Summary 67

Improvement Plan Stakeholder Involvement

Introduction 69

Improvement Planning Process 70

School Safety Report

Introduction 72

School Safety Requirements 73

Equitable Access Diagnostic

Introduction 76

Needs Assessment 77

Equitable Access Strategies 78

Questions 80

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?

James A. Cawood Elementary School is a rural K-8 school located in southeastern Kentucky with approximately 303 students. We are part of the Harlan County School District. Harlan County borders Bell, Leslie, Letcher, and Perry Counties, as well as the state of Virginia.

Out of our 303 students, 49.8% are male and 50.2% are female. 93.1% of the students are White, 3.3% are Black, 3.0% are Hispanic (According to the 2014-2015 School Report Card).

Our spending per student is \$9,811 as compared to \$10,426 for the State. Our student to teacher ratio is 11:1. 100% of our teachers are highly qualified teachers which have an average of 10.4 years of teaching experience. 25% of our teachers have attained Rank 1 certification and 35% have a Master's degree. We have 9 male teachers and 13 female teachers (According to the 2014-2015 School Report Card).

Currently, our Attendance Rate is 91% as compared to 91% for the District.

Sadly, a majority of JACES students are children of systemic, generational poverty. We are a school wide Title I school based on the fact that out of our 303 students, 273 students qualify for Free Meals. Our students and their families have genuinely compelling academic, financial, and social needs as evidenced by the following data.

* 32.5% live in poverty (15.8% state; 12.4% US).

* 41.3% have less than a high school diploma (or equivalent) (25.9% state; 19.6% US).

* Median household income is \$18,665 (\$33,672 state; \$41,994 US).

* Per capita market income is \$10,349 (\$20,721 state; \$26,420 US).

* Harlan County ranks among the highest county for unemployment at a rate of 17.0% in January 2014 to currently 11.4% in September 2014.

Unfortunately, recent downturns in the economy due to national influences and local reduction of coal production promise even more challenging circumstances in the days to come. This is due to the fact that the unemployment rate is high and the area's largest employment opportunity, coal mining and mine-related industries, has suffered catastrophic blows. The Harlan Appalachian Regional Hospital and the Harlan County School System are now the county's largest employers.

In addition, the influence of drugs on families and children is as prevalent here, if not more so, as in any other community and has become a recognizable factor in the school and learning environment.

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.

James A. Cawood Elementary School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, JACES respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, intellectual development of each child.

Our desire is to educate our children to the best of our ability and help them reach their goals academically and as individuals. We encourage and welcome parent and community involvement and feel that to be successful, we need all stakeholders to play an active role in the education of our students.

We are a friendly facility who's mission is to empower all students for their future and choices that lie ahead of them. Our mission as an accomplished and dedicated professional staff is such that:

- We will ... PROVIDE a safe and nurturing atmosphere where all students will grow as learners and as leaders.
- We will ... IMPLEMENT a challenging curriculum, aligned with state standards and designed to provide opportunities for higher order thinking skills.
- We will ... ENABLE all learners to succeed.
- We will ... INSPIRE all learners to achieve.
- We will ... EXPECT all learners to excel.
- We will ... REALIZE this vision through the joint effort of the entire school staff, district staff, parents, and our community.

In 2013, JACES adopted the motto "NEW BEGINNINGS!" and with prayer, time/patience, hard work, and dedication, James A. Cawood will be the place to be and a school coveted by many in the community.

As we entered the 2014-2015 school year, our motto was "We're Movin' On Up". We have made so much progress and look forward to what is to come! What is in the past is nothing more than a learning tool and provides us with a platform to stand on as we reach ahead.

For the 2015-16 school year, our school motto is "Staying the Course" because we have made great improvements in our school over the past three years, and we are staying the course of improving. The new way at James A. is sticking and staying to striving for excellence.

- J - Joining as a dedicated professionals to
- A - Attain a
- C - Community of parents and
- E - Educators who inspire and expect all
- S - Students to achieve their educational goals

The VISION of JACES is to empower all students to become self-sufficient in all aspects of knowledge available to learners through the use of literature, technology, research, and curriculum so that each and every learner advances on the cutting edge of all latest innovations available.

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.

Over the last three years, James A. Cawood Elementary School has continually strived to create and nurture many programs and practices. For example, we purchased a new reading series through National Geographic that aligns with Kentucky's Common Core State Standards. Furthermore, through the Kentucky Valley Educational Cooperative (Race to the Top Grant), our school was awarded a Next Generation Classroom, which includes teacher training, a Mondo board, and 25-30 Infocas Learn Pads for 4th graders.

Teachers have had extensive training on the new Teacher Evaluation system (Danielson's Framework for Teaching). All teachers are posting their weekly lesson plans in CIITS and posting/reviewing data and analysis from their Principal's Observation, Professional Growth Plan, Student Voice Results, Self-Reflection, and Student Growth Goals.

Perhaps, the hiring of a new principal has been the single-most positive, exciting, and promising change that JACES has experienced in several years. Because of this, our school is making great strides, both academically, with student achievement, and affectively, particularly in the area of faculty unity, job satisfaction, and school culture and climate.

In addition, the entire school building has been freshly painted, landscaping had been added, an outdoor reading area is currently under construction, and a new \$30,000 security system has been installed.

Our areas of improvement will focus on increasing students performance to a proficient level. We want to focus on notable gaps and increase the number of students who score proficient in those gaps. We want to increase the number of students who meet benchmarks on the Explore assessment and qualify as College and Career Readiness.

Other areas of improvement, for the next three years, are outlined in the CSIP goals.

Additional Information

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

Updated 2015-2016 CSIP Goals

Overview

Plan Name

Updated 2015-2016 CSIP Goals

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	2015-16 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: 3 Activities: 5	Organizational	\$0
2	2015-16 K-PREP 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: 4 Activities: 7	Organizational	\$10000
3	2015-2016 NEXT GENERATION PROFESSIONALS - Principal Goal: Increase the percentage of effective principals from ___% in 2015 to ___% in 2020	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
4	2015-2016 CCR Goal: Increase the percentage of students who are college and career ready from 52.2% in Reading/17.2% in Math to 62.2% in Reading/27.2% in Math by 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$66000
5	2015-16 PROGRAM REVIEW Goal: To conduct Program Reviews as required by KDE	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	2015-2016 NEEDS ASSESSMENT Goal: To address areas needing improvement as reported by staff, student, and parent surveys	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
7	2015-16 TELL SURVEY Goal: To increase staff's positive perception of Teacher Leadership and School Leadership	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
8	2015-16 T1, C6 PARENT INVOLVEMENT Goal:	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
9	2015-16 T1, C5, HQ TEACHERS Goal: Highly qualified teachers will be recruited and retained.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
10	205-16 K-3 PROFICIENCY Goal: To increase the overall average for 3rd grade reading and math KPREP proficiency scores	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$1000
11	2015-16 KINDERGARTEN READINESS Goal: To increase the percentage of students who are kindergarten-ready	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

12	2015-16 TPGES GOAL: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0
13	2015-16 Novice Reduction Goal: Decrease the percentage of students scoring in the novice category by 50% by 2020	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$10000

Goal 1: 2015-16 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:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group by increasing/maintaining the non-duplicated GAP Group Actual Scores from 50.1%, the set annual target of 43.8% in the Elementary, 38.1% to 42.6% in Middle School. by 05/09/2016 as measured by increasing the non-duplicated GAP Group Actual Scores.

Strategy 1:

Best Practice/Academic Support - Once the accelerated RTI identification and special education testing and placement procedures are completed, a request will be submitted for additional staff to provide accommodations and instruction for students with IEPs during assessments.

Category: Integrated Methods for Learning

Research Cited: Data review of K-Prep test scores indicate insufficient accommodation in students with IEP in disproportionate number of identified IEPs as compared to schools with similar populations in the same area.

Activity - Testing Schedule/Assignments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As the testing schedule is designed, consideration will be given to allow content teachers to provide accommodations for IEP students when and where possible.	Academic Support Program	08/10/2015	05/09/2016	\$0	No Funding Required	Principal, District Personnel, Special Education Staff, Teachers, Guidance Counselor

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided training in accommodations for students with disabilities/IEPs.	Professional Learning	08/10/2015	05/09/2016	\$0	No Funding Required	District and School Special Education Personnel

Activity - Additional Instructional Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School will request additional instructional staff based on numbers of identified IEPs in Elementary and Middle School to provide accommodations for identified students.	Academic Support Program	08/10/2015	05/09/2016	\$0	No Funding Required	Principal, District Personnel

Strategy 2:

Best Practice - District personnel will assist in analysis of student data and develops next step in collaboration with content teachers.

Category: Professional Learning & Support

Activity - Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyze student achievement by gap groups, relative to state (KPREP), district, and school assessments and use analysis to design instruction.	Academic Support Program	08/10/2015	05/09/2016	\$0	Other	District Staff, Principal, Teachers

Strategy 3:

Best Practice/CIITS - Teachers will ensure that technology needs are met during classroom instruction to enhance student learning.

Category: Learning Systems

Activity - Technology Across the Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use of available technological resources to plan, design, present, and assess instruction and learning including Reading Eggs, Study Island, Smart Responders, Active Whiteboard Lessons, My Reading Coach, CIITS, Discovery Ed, and iTunesU, Khan Academy, and iPads.	Technology	05/09/2016	05/09/2016	\$0	No Funding Required	Principal, Teachers

Goal 2: 2015-16 K-PREP 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 Percent Prof/Dis K-PREP scores for JACES Elem/Middle Schools from an averaged Combined ES/MS Actual Score of 44.7% and surpassing the Combined ES/MS Delivery Target of 43.95%. by 05/10/2016 as measured by 2015-2016 K-PREP Proficiency rates (Data taken from the 2014-2015 District Report Card : Delivery Targets>Proficiency Gap)..

Strategy 1:

RTI - We will administer the STAR (baseline universal screen) that will identify low achieving students. Students falling below grade level will be given small group and one-on-one instruction.

Category: Learning Systems

Research Cited: ..

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

The School Intervention Team will meet monthly to identify at-risk students, to analyze student progress monitoring data, and to make adjustments to the RTI process as needed.	Academic Support Program	08/05/2015	05/10/2016	\$0	Other	Principal, School Intervention Team members
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Activity - RTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery Teacher will provide one-on-one instruction with specialized lessons to unique individual needs.	Academic Support Program	08/05/2015	05/10/2016	\$5000	Read to Achieve	Reading Recovery Specialists and Teachers

Strategy 2:

Best Practices (Technology) - Integrate digital content into the curriculum

Category: Integrated Methods for Learning

Research Cited: .

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions and support for classroom teachers using computer software.	Professional Learning, Technology	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Teachers

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize Study Island Technology to provide extra practice and assessment tasks that mimic those used on state and local assessments in order to support student achievement.	Technology	08/05/2015	05/10/2016	\$5000	Other	Teachers

Activity - Gear Up	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic specialists will help students to become college and career ready. Gear Up tutors will aide underachieving students to reach grade level.	Academic Support Program	08/05/2015	05/10/2016	\$0	Other	Academic specialists and Gear Up tutors

Strategy 3:

Academic Support/Math Initiative - .

Category:

Research Cited: .

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Americorp staff will provide daily Accelerated Math tutoring for small groups of at-risk students.	Tutoring	08/05/2015	05/10/2016	\$0	Grant Funds	Principal
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Strategy 4:

Literacy Initiative - .

Category:

Research Cited: .

Activity - Accelerated Reader Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Accelerated Reader will be used school-wide as an incentive for students to read and to promote reading.	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Library Media Specialist, Teachers

Goal 3: 2015-2016 NEXT GENERATION PROFESSIONALS - Principal Goal: Increase the percentage of effective principals from ___% in 2015 to ___% in 2020

Measurable Objective 1:

collaborate to increase the percentage of effective principals from ___% in 2015 to ___% in 2020. by 05/10/2016 as measured by a yet to be determined increase from the baseline data received from the first year of implementation and set in 2015..

Strategy 1:

Professional Growth and Effectiveness System - Ensure Principal is implementing PPGES

Category: Principal PGES

Research Cited: .

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will receive extensive training on the components of the Danielson Framework for Teaching and the PGES and its implementation.	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, District Personnel

Activity - Site Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The superintendent or his designee will complete site visits to the school to conduct observations on the principals for the purposes of PPGES.	Policy and Process	08/05/2015	05/10/2016	\$0	No Funding Required	Superintendent, Assistant Superintendent, Principal

Goal 4: 2015-2016 CCR Goal: Increase the percentage of students who are college and career ready from 52.2% in Reading/17.2% in Math to 62.2% in Reading/27.2% in Math by 2017.

Measurable Objective 1:

demonstrate a proficiency James A Cawood Middle School will increase the percentage of proficient/distinguished students in Reading to 57.2%/Math to 22.2% by May 31 2016 as measured by the Unbridled Learning formula by 05/10/2016 as measured by meeting the 2015-2016 CCR Delivery Target (re: District Report Card>Delivery Targets>CCR). .

Strategy 1:

College and Career Advising - .

Category:

Research Cited: .

Activity - Career Cruising's KY-ILP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILP system will be implemented and utilized in 6th, 7th, and 8th grades to best benefit students and prepare them for a career pathway upon entering high school.	Career Preparation/Orientation	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Middle School Staff, Guidance Counselor, Americorp Staff, etc.
Activity - Operation Preparation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District personnel will involve 8th graders in the Operation Preparation program.	Career Preparation/Orientation	08/05/2015	08/10/2016	\$0	No Funding Required	Principal, Guidance Counselor, District Staff
Activity - College and Career Days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration, staff, and FRYSC will establish a college day where all students (K-8) will be encouraged and allowed to wear college shirts/apparel and representatives from local colleges will present an informational assembly/question-answer program; a career day will be established where all students (K-8) will be encouraged and allowed to dress as a chosen professional (nurse, doctor, fireman, police, etc.) and community professionals will present an informational assembly/question-answer program to students.	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Guidance Counselor, FRYSC

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - GEAR UP Academic Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the School District and/or GEAR UP. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant.	Career Preparation/Orientation	01/01/2015	01/01/2021	\$66000	Grant Funds	The Academic Specialist shall submit weekly activity and program reports to the GEAR UP Program Director in the form as may be prescribed by the GEAR UP Program Director.

Strategy 2:

Career Support Services - Teachers and staff will collaborate to prepare students for college and career readiness

Category: Continuous Improvement

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	08/05/2015	05/10/2016	\$0	No Funding Required	Teachers

Goal 5: 2015-16 PROGRAM REVIEW Goal: To conduct Program Reviews as required by KDE

Measurable Objective 1:

collaborate to increase 20% of demonstrators across the program by 1 score point by 05/10/2016 as measured by Program Review scores..

Strategy 1:

Policy and Process - .

Category:

Research Cited: .

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Program Review committees will be established and will meet regularly to discuss demonstrators within each standard and to gather evidence.	Policy and Process	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, All Staff
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Goal 6: 2015-2016 NEEDS ASSESSMENT Goal: To address areas needing improvement as reported by staff, student, and parent surveys

Measurable Objective 1:

collaborate to inform parents of support services within the school by 05/10/2016 as measured by the Needs Assessment Parent Survey results..

Strategy 1:

Best Practice - .

Category:

Research Cited: .

Activity - Public Relations/Media Info	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Information will be disseminated once per grading period, via email, print newsletter, parent programs, Open House, public service announcement on the radio, newspaper ads, etc., detailing support services that are offered at JACES, in addition to academics, i.e. school nurse, FRYSC, counseling, Americorp tutoring, charitable operations, community programs, etc.	Community Engagement	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, FRYSC

Measurable Objective 2:

collaborate to ensure that students understand the importance of values, particularly honesty, character, and respect by 05/10/2016 as measured by the Needs Assessment Student Survey results..

Strategy 1:

Direct Instruction - .

Category:

Research Cited: .

Activity - Character Counts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will emphasize positive character traits during social studies, history, holidays, civics, etc., lessons.	Behavioral Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Teachers

Goal 7: 2015-16 TELL SURVEY Goal: To increase staff's positive perception of Teacher Leadership and School Leadership

Measurable Objective 1:

collaborate to improve school culture, perception, attitude, and learning/working climate by 05/10/2016 as measured by TELL survey results..

Strategy 1:

Human Capital Management and Development - .

Category:

Research Cited: .

Activity - Praise and Good News Emails	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration will send weekly encouraging, positive emails to all staff.	Policy and Process	08/05/2015	05/10/2016	\$0	No Funding Required	Principal

Activity - Vision "Revision"	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff will meet three times per year to "revisit" the school's Vision Statement, to receive "Good News and Progress" updates, to adjust the Vision Statement if necessary, to fellowship together as "family," and to thereby ensure that all stakeholders develop, adopt, adjust and have a SHARED vision for JACES.	Policy and Process	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, Administration , Teachers Leaders

Activity - Problem Solving Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish an ad hoc committee to address concerns and to develop an effective process for making group decisions to solve problems.	Policy and Process	08/05/2015	05/10/2016	\$0	No Funding Required	Principal

Goal 8: 2015-16 T1, C6 PARENT INVOLVEMENT Goal:

Measurable Objective 1:

collaborate to increase parent involvement by 05/30/2014 as measured by Needs Assessment surveys.

Strategy 1:

Parent Support - Meetings held twice a year to solicit parent involvement and encourage them to sign learning contracts to be involved in volunteering in the school.

Category: Stakeholder Engagement

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - Learning Compacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Informational meetings will be held twice a year to solicit parent involvement and to encourage them to sign learning compacts to be involved in volunteering in the school.	Parent Involvement	08/05/2015	05/10/2016	\$0	Title I Schoolwide	Principal, District Title I Coordinator

Goal 9: 2015-16 T1, C5, HQ TEACHERS Goal: Highly qualified teachers will be recruited and retained.

Measurable Objective 1:

collaborate to recruit and retain only Highly Qualified teachers by 05/10/2016 as measured by EPSB standards.

Strategy 1:

Highly Qualified Educators - SBDM will follow District policy on interviewing and hiring only Highly Qualified educators.

Category: Continuous Improvement

Activity - District HQ Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SBDM will follow District policy on interviewing and hiring only Highly Qualified educators.	Policy and Process	08/05/2015	05/10/2016	\$0	No Funding Required	Principal, SBDM

Goal 10: 2015-16 K-3 PROFICIENCY Goal: To increase the overall average for 3rd grade reading and math KPREP proficiency scores

Measurable Objective 1:

collaborate to implement strategies to increase 3rd grade reading and math proficiency by 05/10/2016 as measured by KPREP assessment scores.

Strategy 1:

Targeted Intervention - .

Category:

Activity - Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STAR Reading assessment will be used to screen all students, to identify at-risk students, and to place students targeted for tier intervention.	Academic Support Program	08/05/2015	05/10/2016	\$0	District Funding	Principal, Staff

Strategy 2:

Reading Initiative - Various reading strategies to increase reading levels.

Category: Learning Systems

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly use the Reading Eggs program to increase phonemic awareness, word recognition, and reading skills in grades K-3.	Technology	08/05/2015	05/10/2016	\$1000	General Fund	Principal, Primary Staff

Activity - Book-It Reading Incentive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be encouraged to participate in the Book-It Reading Program sponsored by Pizza Hut.	Community Engagement	08/05/2015	05/10/2016	\$0	No Funding Required	FRYSC, Principal, Teachers

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Accelerated Reader to increase comprehension skills. Teachers will have the option to include AR as part of a student's reading grade. In addition, a rewards system will be set up as an incentive for students.	Academic Support Program	08/05/2015	05/10/2016	\$0	District Funding	Principal, Teachers, Media Specialist

Goal 11: 2015-16 KINDERGARTEN READINESS Goal: To increase the percentage of students who are kindergarten-ready

Measurable Objective 1:

collaborate to identify and implement various assessments for screening students and ensuring kindergarten readiness by 05/10/2016 as measured by respective assessment data.

Strategy 1:

School Readiness & Early Learning - Screen students prior to entering Kindergarten.

Category: Early Learning

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming kindergarten students will be assessed using the Brigance screening assessment.	Academic Support Program	08/05/2014	05/10/2016	\$0	State Funds	Administration, kindergarten teachers

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - Dial-R	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Dial-R will be administered to all preschool and kindergarten students.	Academic Support Program	08/05/2015	05/10/2016	\$0	District Funding	Administration , K4 staff, district staff, kindergarten teachers

Goal 12: 2015-16 TPGES GOAL: Increase the percentage of effective teachers from ___% in 2015 to ___% in 2020

Measurable Objective 1:

collaborate to prepare and implement the PGES by 05/10/2016 as measured by data collected from the PPGES process by 08/05/2015 as measured by the data collected from the TPEGES.

Strategy 1:

Profession Growth and Effective System - Ensure all teachers are implementing TPGES

Category: Teacher PGES

Activity - Self Reflection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will complete a self reflection on their own principal evaluations.	Professional Learning	08/05/2015	05/10/2016	\$0	Other	Teachers and Principals

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All appropriate teachers will complete one peer observation on an assigned co-worker. Each teacher will complete a pre/post conference and enter all required information into the Educator Development suite in the CIITS platform.	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Teachers

Activity - Mini Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will complete 4 mini observations on each teacher.	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Teachers and Principals

Activity - Professional Growth Plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers develop professional growth plans based on self reflections and student growth.	Professional Learning	08/05/2015	05/10/2016	\$0	No Funding Required	Teachers

Goal 13: 2015-16 Novice Reduction Goal: Decrease the percentage of students scoring in the novice category by 50% by 2020

Measurable Objective 1:

collaborate to by May10,2016 JACES will decrease the number of students scoring in the novice category in Elementary Reading from 18.2% to 16.28% and Middle Reading from 14.8% to 13.32%; in Elementary Math from 27.3% to 24.57% and Middle Math 17.3% to 15.57% by 05/10/2016 as measured by the Unbridled Learning formula.

Strategy 1:

Novice Reduction - It will target Novice Reduction in grades 3-8.

Category: Learning Systems

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school intervention team will meet monthly to identify at risk students, to analyze student progress monitoring data, and to make adjustments to the RTI process as needed.	Academic Support Program	08/05/2015	05/10/2016	\$0	No Funding Required	Staff, Principal, and School Intervention Program
Activity - RTA	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading recovery teacher will provide one-on-one instruction with specialized lessons to unique individual needs.	Academic Support Program	08/05/2015	05/10/2016	\$5000	Read to Achieve	Reading recovery teacher
Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are behind will be identified for individualized interventions to meet specific target needs.	Technology	08/05/2015	05/10/2016	\$0	No Funding Required	Staff, Principal
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize study island technology to provide extra practice and assessment tasks that mimic those used on state assessments	Technology	08/05/2015	05/10/2016	\$5000	Other	Teachers
Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will provide daily accelerated math tutoring for small groups of at risk students.	Tutoring	08/05/2015	05/10/2016	\$0	No Funding Required	Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Dial-R	The Dial-R will be administered to all preschool and kindergarten students.	Academic Support Program	08/05/2015	05/10/2016	\$0	Administration , K4 staff, district staff, kindergarten teachers
Rtl	STAR Reading assessment will be used to screen all students, to identify at-risk students, and to place students targeted for tier intervention.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal, Staff
Accelerated Reader	Students will use Accelerated Reader to increase comprehension skills. Teachers will have the option to include AR as part of a student's reading grade. In addition, a rewards system will be set up as an incentive for students.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal, Teachers, Media Specialist
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gear Up	Academic specialists will help students to become college and career ready. Gear Up tutors will aide underachieving students to reach grade level.	Academic Support Program	08/05/2015	05/10/2016	\$0	Academic specialists and Gear Up tutors
Study Island	Teachers will utilize study island technology to provide extra practice and assessment tasks that mimic those used on state assessments	Technology	08/05/2015	05/10/2016	\$5000	Teachers
Self Reflection	Teachers will complete a self reflection on their own principal evaluations.	Professional Learning	08/05/2015	05/10/2016	\$0	Teachers and Principals
School Intervention Team	The School Intervention Team will meet monthly to identify at-risk students, to analyze student progress monitoring data, and to make adjustments to the RTI process as needed.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal, School Intervention Team members
Data Analysis	Analyze student achievement by gap groups, relative to state (KPREP), district, and school assessments and use analysis to design instruction.	Academic Support Program	08/10/2015	05/09/2016	\$0	District Staff, Principal, Teachers

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Study Island	Teachers will utilize Study Island Technology to provide extra practice and assessment tasks that mimic those used on state and local assessments in order to support student achievement.	Technology	08/05/2015	05/10/2016	\$5000	Teachers
Total					\$10000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance Screening	All incoming kindergarten students will be assessed using the Brigance screening assessment.	Academic Support Program	08/05/2014	05/10/2016	\$0	Administration, kindergarten teachers
Total					\$0	

Read to Achieve

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
RTA	Reading Recovery Teacher will provide one-on-one instruction with specialized lessons to unique individual needs.	Academic Support Program	08/05/2015	05/10/2016	\$5000	Reading Recovery Specialists and Teachers
RTA	Reading recovery teacher will provide one-on-one instruction with specialized lessons to unique individual needs.	Academic Support Program	08/05/2015	05/10/2016	\$5000	Reading recovery teacher
Total					\$10000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
District HQ Policy	SBDM will follow District policy on interviewing and hiring only Highly Qualified educators.	Policy and Process	08/05/2015	05/10/2016	\$0	Principal, SBDM
Public Relations/Media Info	Information will be disseminated once per grading period, via email, print newsletter, parent programs, Open House, public service announcement on the radio, newspaper ads, etc., detailing support services that are offered at JACES, in addition to academics, i.e. school nurse, FRYSC, counseling, Americorp tutoring, charitable operations, community programs, etc.	Community Engagement	08/05/2015	05/10/2016	\$0	Principal, FRYSC
Site Visits	The superintendent or his designee will complete site visits to the school to conduct observations on the principals for the purposes of PPGES.	Policy and Process	08/05/2015	05/10/2016	\$0	Superintendent, Assistant Superintendent, Principal

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Problem Solving Process	Establish an ad hoc committee to address concerns and to develop an effective process for making group decisions to solve problems.	Policy and Process	08/05/2015	05/10/2016	\$0	Principal
Book-It Reading Incentive	Students will be encouraged to participate in the Book-It Reading Program sponsored by Pizza Hut.	Community Engagement	08/05/2015	05/10/2016	\$0	FRYSC, Principal, Teachers
Peer Observations	All appropriate teachers will complete one peer observation on an assigned co-worker. Each teacher will complete a pre/post conference and enter all required information into the Educator Development suite in the CIITS platform.	Professional Learning	08/05/2015	05/10/2016	\$0	Teachers
Extended School Services	Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions and support for classroom teachers using computer software.	Professional Learning, Technology	08/05/2015	05/10/2016	\$0	Principal, Teachers
Career Cruising's KY-ILP	The ILP system will be implemented and utilized in 6th, 7th, and 8th grades to best benefit students and prepare them for a career pathway upon entering high school.	Career Preparation/Orientation	08/05/2015	05/10/2016	\$0	Principal, Middle School Staff, Guidance Counselor, Americorp Staff, etc.
Professional Development	Principal will receive extensive training on the components of the Danielson Framework for Teaching and the PGES and its implementation.	Professional Learning	08/05/2015	05/10/2016	\$0	Principal, District Personnel
College and Career Days	Administration, staff, and FRYSC will establish a college day where all students (K-8) will be encouraged and allowed to wear college shirts/apparel and representatives from local colleges will present an informational assembly/question-answer program; a career day will be established where all students (K-8) will be encouraged and allowed to dress as a chosen professional (nurse, doctor, fireman, police, etc.) and community professionals will present an informational assembly/question-answer program to students.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal, Guidance Counselor, FRYSC
Character Counts	Teachers will emphasize positive character traits during social studies, history, holidays, civics, etc., lessons.	Behavioral Support Program	08/05/2015	05/10/2016	\$0	Principal, Teachers
Testing Schedule/Assignments	As the testing schedule is designed, consideration will be given to allow content teachers to provide accommodations for IEP students when and where possible.	Academic Support Program	08/10/2015	05/09/2016	\$0	Principal, District Personnel, Special Education Staff, Teachers, Guidance Counselor
Mini Observations	Principal will complete 4 mini observations on each teacher.	Academic Support Program	08/05/2015	05/10/2016	\$0	Teachers and Principals

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Program Review Committees	Program Review committees will be established and will meet regularly to discuss demonstrators within each standard and to gather evidence.	Policy and Process	08/05/2015	05/10/2016	\$0	Principal, All Staff
Technology Across the Curriculum	Teachers will use of available technological resources to plan, design, present, and assess instruction and learning including Reading Eggs, Study Island, Smart Responders, Active Whiteboard Lessons, My Reading Coach, CIITS, Discovery Ed, and iTunesU, Khan Academy, and iPads.	Technology	05/09/2016	05/09/2016	\$0	Principal, Teachers
Operation Preparation	District personnel will involve 8th graders in the Operation Preparation program.	Career Preparation/Orientation	08/05/2015	08/10/2016	\$0	Principal, Guidance Counselor, District Staff
Extended School Services	Students who are behind will be identified for individualized interventions to meet specific target needs.	Technology	08/05/2015	05/10/2016	\$0	Staff, Principal
Math Lab	Staff will provide daily accelerated math tutoring for small groups of at risk students.	Tutoring	08/05/2015	05/10/2016	\$0	Staff
Additional Instructional Staff	School will request additional instructional staff based on numbers of identified IEPs in Elementary and Middle School to provide accommodations for identified students.	Academic Support Program	08/10/2015	05/09/2016	\$0	Principal, District Personnel
Vision "Revision"	Administration and staff will meet three times per year to "revisit" the school's Vision Statement, to receive "Good News and Progress" updates, to adjust the Vision Statement if necessary, to fellowship together as "family," and to thereby ensure that all stakeholders develop, adopt, adjust and have a SHARED vision for JACES.	Policy and Process	08/05/2015	05/10/2016	\$0	Principal, Administration, Teachers Leaders
School Intervention Team	The school intervention team will meet monthly to identify at risk students, to analyze student progress monitoring data, and to make adjustments to the RTI process as needed.	Academic Support Program	08/05/2015	05/10/2016	\$0	Staff, Principal, and School Intervention Program
Accelerated Reader Program	Accelerated Reader will be used school-wide as an incentive for students to read and to promote reading.	Academic Support Program	08/05/2015	05/10/2016	\$0	Principal, Library Media Specialist, Teachers
Praise and Good News Emails	Administration will send weekly encouraging, positive emails to all staff.	Policy and Process	08/05/2015	05/10/2016	\$0	Principal
Professional Development	Teachers will be provided training in accommodations for students with disabilities/IEPs.	Professional Learning	08/10/2015	05/09/2016	\$0	District and School Special Education Personnel
Professional Growth Plan	Teachers develop professional growth plans based on self reflections and student growth.	Professional Learning	08/05/2015	05/10/2016	\$0	Teachers

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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	08/05/2015	05/10/2016	\$0	Teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Learning Compacts	Informational meetings will be held twice a year to solicit parent involvement and to encourage them to sign learning compacts to be involved in volunteering in the school.	Parent Involvement	08/05/2015	05/10/2016	\$0	Principal, District Title I Coordinator
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Eggs	Teachers will regularly use the Reading Eggs program to increase phonemic awareness, word recognition, and reading skills in grades K-3.	Technology	08/05/2015	05/10/2016	\$1000	Principal, Primary Staff
Total					\$1000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
GEAR UP Academic Specialist	The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the School District and/or GEAR UP. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant.	Career Preparation/Orientation	01/01/2015	01/01/2021	\$66000	The Academic Specialist shall submit weekly activity and program reports to the GEAR UP Program Director in the form as may be prescribed by the GEAR UP Program Director.

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Math Lab	Americorp staff will provide daily Accelerated Math tutoring for small groups of at-risk students.	Tutoring	08/05/2015	05/10/2016	\$0	Principal
					Total	\$66000

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?

After compiling our web-based needs assessment survey data, the information in which parents, staff and students provided will, by and large, target many non-academic factors. Many questions are effective in nature. By questioning stakeholders' opinions, we are evaluating the school culture and climate in order to improve perceptions and the overall school experience. For example, the level of teachers' job satisfaction, students' contentment, and parent involvement are all important factors to a successful school. Furthermore, the information provided will allow us to identify the strengths and weaknesses of our curriculum. It will help determine areas of need and use that information to develop plans to improve our tests scores, thereby helping student achievement.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Areas of strength include:

97% of staff agree that "our school's leaders expect staff members to hold all students to high academic standards" and "our school's leaders regularly evaluate staff members on criteria designed to improve teaching and learning".

58% of Middle School students agree that the principal and teachers have high expectations of them and 62% believe that all their teachers use tests, projects, presentations, and portfolios to check their understanding of what was taught. 100% of Elementary students agree their principal and teachers want every student to learn and that their teachers want them to do their best work.

86% of parents agree that "all of my child's teachers provide an equitable curriculum that meet his/her learning needs" and "all of my child's teachers use a variety of teaching strategies and learning activities".

Opportunities for Improvement

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

JACES needs to improve in the following areas:

Staff Surveys indicate that 7% of staff believes our school's leaders doesn't hold all staff members accountable enough for student learning and our school's leaders do not provide enough opportunities for stakeholders to be involved in the school. These were our lowest two areas, according to staff surveys. 40% of Middle School students believe that students respect the property of others and 44% agree that students do not help each other even if they are not friends. 61% of Elementary students agree that student do not treat adults with respect. Parent surveys indicate that 29% of our parents believe our school needs to provide more opportunities for students to participate in activities that interest them.

Conclusion

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

1. Reporting these findings to SBDM and revising or developing policies, if necessary;
2. Detailing these findings in a staff meeting and creating committees to address them, if necessary;
3. Addressing these needs in future CSIP goals, if necessary.
4. Asking our FRYSC department to bring in more programs that teach respect, friendship, etc.

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:

2015-16 TELL SURVEY Goal: To increase staff's positive perception of Teacher Leadership and School Leadership

Measurable Objective 1:

collaborate to improve school culture, perception, attitude, and learning/working climate by 05/10/2016 as measured by TELL survey results..

Strategy1:

Human Capital Management and Development - .

Category:

Research Cited: .

Activity - Problem Solving Process	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Establish an ad hoc committee to address concerns and to develop an effective process for making group decisions to solve problems.	Policy and Process	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal

Activity - Vision "Revision"	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and staff will meet three times per year to "revisit" the school's Vision Statement, to receive "Good News and Progress" updates, to adjust the Vision Statement if necessary, to fellowship together as "family," and to thereby ensure that all stakeholders develop, adopt, adjust and have a SHARED vision for JACES.	Policy and Process	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Administration, Teachers Leaders

Activity - Praise and Good News Emails	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration will send weekly encouraging, positive emails to all staff.	Policy and Process	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal

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

Goal 1:

2015-16 K-PREP Proficiency Goal: Increase the averaged combined reading and math K-Prep scores for Elementary and Middle School

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

students from 44% to 72% in 2017.

Measurable Objective 1:

demonstrate a proficiency by increasing the averaged Combined Reading and Math Percent Prof/Dis K-PREP scores for JACES Elem/Middle Schools from an averaged Combined ES/MS Actual Score of 44.7% and surpassing the Combined ES/MS Delivery Target of 43.95%. by 05/10/2016 as measured by 2015-2016 K-PREP Proficiency rates (Data taken from the 2014-2015 District Report Card : Delivery Targets>Proficiency Gap)..

Strategy1:

RTI - We will administer the STAR (baseline universal screen) that will identify low achieving students. Students falling below grade level will be given small group and one-on-one instruction.

Category: Learning Systems

Research Cited: ..

Activity - School Intervention Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The School Intervention Team will meet monthly to identify at-risk students, to analyze student progress monitoring data, and to make adjustments to the RTI process as needed.	Academic Support Program	08/05/2015	05/10/2016	\$0 - Other	Principal, School Intervention Team members

Activity - RTA	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery Teacher will provide one-on-one instruction with specialized lessons to unique individual needs.	Academic Support Program	08/05/2015	05/10/2016	\$5000 - Read to Achieve	Reading Recovery Specialists and Teachers

Strategy2:

Best Practices (Technology) - Integrate digital content into the curriculum

Category: Integrated Methods for Learning

Research Cited: .

Activity - Gear Up	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic specialists will help students to become college and career ready. Gear Up tutors will aide underachieving students to reach grade level.	Academic Support Program	08/05/2015	05/10/2016	\$0 - Other	Academic specialists and Gear Up tutors

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are at risk of falling behind will be identified for individualized interventions to meet specific target needs. ESS staff will provide interventions and support for classroom teachers using computer software.	Technology Professional Learning	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teachers

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize Study Island Technology to provide extra practice and assessment tasks that mimic those used on state and local assessments in order to support student achievement.	Technology	08/05/2015	05/10/2016	\$5000 - Other	Teachers

Strategy3:

Academic Support/Math Initiative - .

Category:

Research Cited: .

Activity - Math Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Americorp staff will provide daily Accelerated Math tutoring for small groups of at-risk students.	Tutoring	08/05/2015	05/10/2016	\$0 - Grant Funds	Principal

Strategy4:

Literacy Initiative - .

Category:

Research Cited: .

Activity - Accelerated Reader Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader will be used school-wide as an incentive for students to read and to promote reading.	Academic Support Program	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Library Media Specialist, Teachers

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

Goal 1:

2015-16 KINDERGARTEN READINESS Goal: To increase the percentage of students who are kindergarten-ready

Measurable Objective 1:

collaborate to identify and implement various assessments for screening students and ensuring kindergarten readiness by 05/10/2016 as measured by respective assessment data.

Strategy1:

School Readiness & Early Learning - Screen students prior to entering Kindergarten.

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Category: Early Learning

Research Cited:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed using the Brigance screening assessment.	Academic Support Program	08/05/2014	05/10/2016	\$0 - State Funds	Administration, kindergarten teachers

Activity - Dial-R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dial-R will be administered to all preschool and kindergarten students.	Academic Support Program	08/05/2015	05/10/2016	\$0 - District Funding	Administration, K4 staff, district staff, kindergarten teachers

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

Goal 1:

2015-16 KINDERGARTEN READINESS Goal: To increase the percentage of students who are kindergarten-ready

Measurable Objective 1:

collaborate to identify and implement various assessments for screening students and ensuring kindergarten readiness by 05/10/2016 as measured by respective assessment data.

Strategy1:

School Readiness & Early Learning - Screen students prior to entering Kindergarten.

Category: Early Learning

Research Cited:

Activity - Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students will be assessed using the Brigance screening assessment.	Academic Support Program	08/05/2014	05/10/2016	\$0 - State Funds	Administration, kindergarten teachers

Activity - Dial-R	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Dial-R will be administered to all preschool and kindergarten students.	Academic Support Program	08/05/2015	05/10/2016	\$0 - District Funding	Administration, K4 staff, district staff, kindergarten teachers

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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

Goal 1:

205-16 K-3 PROFICIENCY Goal: To increase the overall average for 3rd grade reading and math KPREP proficiency scores

Measurable Objective 1:

collaborate to implement strategies to increase 3rd grade reading and math proficiency by 05/10/2016 as measured by KPREP assessment scores.

Strategy1:

Reading Initiative - Various reading strategies to increase reading levels.

Category: Learning Systems

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will regularly use the Reading Eggs program to increase phonemic awareness, word recognition, and reading skills in grades K-3.	Technology	08/05/2015	05/10/2016	\$1000 - General Fund	Principal, Primary Staff

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use Accelerated Reader to increase comprehension skills. Teachers will have the option to include AR as part of a student's reading grade. In addition, a rewards system will be set up as an incentive for students.	Academic Support Program	08/05/2015	05/10/2016	\$0 - District Funding	Principal, Teachers, Media Specialist

Activity - Book-It Reading Incentive	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be encouraged to participate in the Book-It Reading Program sponsored by Pizza Hut.	Community Engagement	08/05/2015	05/10/2016	\$0 - No Funding Required	FRYSC, Principal, Teachers

Strategy2:

Targeted Intervention - .

Category:

Research Cited:

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STAR Reading assessment will be used to screen all students, to identify at-risk students, and to place students targeted for tier intervention.	Academic Support Program	08/05/2015	05/10/2016	\$0 - District Funding	Principal, Staff

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

2015-16 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:

demonstrate a proficiency by increasing the average combined reading and math ratings in the non-duplicated gap group by increasing/maintaining the non-duplicated GAP Group Actual Scores from 50.1%, the set annual target of 43.8% in the Elementary, 38.1% to 42.6% in Middle School. by 05/09/2016 as measured by increasing the non-duplicated GAP Group Actual Scores.

Strategy1:

Best Practice/Academic Support - Once the accelerated RTI identification and special education testing and placement procedures are completed, a request will be submitted for additional staff to provide accommodations and instruction for students with IEPs during assessments.

Category: Integrated Methods for Learning

Research Cited: Data review of K-Prep test scores indicate insufficient accommodation in students with IEP in disproportionate number of identified IEPs as compared to schools with similar populations in the same area.

Activity - Testing Schedule/Assignments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As the testing schedule is designed, consideration will be given to allow content teachers to provide accommodations for IEP students when and where possible.	Academic Support Program	08/10/2015	05/09/2016	\$0 - No Funding Required	Principal, District Personnel, Special Education Staff, Teachers, Guidance Counselor

Activity - Additional Instructional Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will request additional instructional staff based on numbers of identified IEPs in Elementary and Middle School to provide accommodations for identified students.	Academic Support Program	08/10/2015	05/09/2016	\$0 - No Funding Required	Principal, District Personnel

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be provided training in accommodations for students with disabilities/IEPs.	Professional Learning	08/10/2015	05/09/2016	\$0 - No Funding Required	District and School Special Education Personnel

Strategy2:

Best Practice/CIITS - Teachers will ensure that technology needs are met during classroom instruction to enhance student learning.

Category: Learning Systems

Research Cited:

Activity - Technology Across the Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use of available technological resources to plan, design, present, and assess instruction and learning including Reading Eggs, Study Island, Smart Responders, Active Whiteboard Lessons, My Reading Coach, CIITS, Discovery Ed, and iTunesU, Khan Academy, and iPads.	Technology	05/09/2016	05/09/2016	\$0 - No Funding Required	Principal, Teachers

Strategy3:

Best Practice - District personnel will assist in analysis of student data and develops next step in collaboration with content teachers.

Category: Professional Learning & Support

Research Cited:

Activity - Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Analyze student achievement by gap groups, relative to state (KPREP), district, and school assessments and use analysis to design instruction.	Academic Support Program	08/10/2015	05/09/2016	\$0 - Other	District Staff, Principal, Teachers

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.

Goal 1:

2015-2016 CCR Goal: Increase the percentage of students who are college and career ready from 52.2% in Reading/17.2% in Math to 62.2% in Reading/27.2% in Math by 2017.

Measurable Objective 1:

demonstrate a proficiency James A Cawood Middle School will increase the percentage of proficient/distinguished students in Reading to

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

57.2%/Math to 22.2% by May 31 2016 as measured by the Unbridled Learning formula by 05/10/2016 as measured by meeting the 2015-2016 CCR Delivery Target (re: District Report Card>Delivery Targets>CCR). .

Strategy1:

College and Career Advising - .

Category:

Research Cited: .

Activity - Career Cruising's KY-ILP	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILP system will be implemented and utilized in 6th, 7th, and 8th grades to best benefit students and prepare them for a career pathway upon entering high school.	Career Preparation/ Orientation	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Middle School Staff, Guidance Counselor, Americorp Staff, etc.

Activity - GEAR UP Academic Specialist	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Academic Specialist shall work on a full-time basis, consistent with the schedule for all faculty personnel within the School District and devote his or her professional time exclusively to the implementation of the GEAR UP Program in the School District. The Academic Specialist shall regularly attend and participate in all GEAR UP Program training, orientation, instructional and program meetings and activities as scheduled by the School District and/or GEAR UP. The Academic Specialist shall provide direct services to GEAR UP students - including academic counseling, guidance counseling and tutoring - recruit students for GEAR UP activities, maintain files on GEAR UP students, participate in GEAR UP activities, document participation in GEAR UP activities, and perform all such other work as may be assigned to the Academic Specialist consistent with the GEAR UP Grant.	Career Preparation/ Orientation	01/01/2015	01/01/2021	\$66000 - Grant Funds	The Academic Specialist shall submit weekly activity and program reports to the GEAR UP Program Director in the form as may be prescribed by the GEAR UP Program Director.

Activity - College and Career Days	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration, staff, and FRYSC will establish a college day where all students (K-8) will be encouraged and allowed to wear college shirts/apparel and representatives from local colleges will present an informational assembly/question-answer program; a career day will be established where all students (K-8) will be encouraged and allowed to dress as a chosen professional (nurse, doctor, fireman, police, etc.) and community professionals will present an informational assembly/question-answer program to students.	Academic Support Program	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Guidance Counselor, FRYSC

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Activity - Operation Preparation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
District personnel will involve 8th graders in the Operation Preparation program.	Career Preparation/Orientation	08/05/2015	08/10/2016	\$0 - No Funding Required	Principal, Guidance Counselor, District Staff

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

Goal 1:

2015-16 PROGRAM REVIEW Goal: To conduct Program Reviews as required by KDE

Measurable Objective 1:

collaborate to increase 20% of demonstrators across the program by 1 score point by 05/10/2016 as measured by Program Review scores..

Strategy1:

Professional Development - .

Category:

Research Cited: .

Activity - Schoolwide Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development credit will be given to staff for Program Review trainings and meetings to gather evidence across the curriculum.	Professional Learning	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, Teacher Leaders, District Personnel

Strategy2:

Policy and Process - .

Category:

Research Cited: .

Activity - Program Review Committees	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program Review committees will be established and will meet regularly to discuss demonstrators within each standard and to gather evidence.	Policy and Process	08/05/2015	05/10/2016	\$0 - No Funding Required	Principal, All Staff

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

Label	Assurance	Response	Comment	Attachment
Core Academic Programs	The school planned and developed Schoolwide researchbased instructional reform strategies to strengthen the core academic program, increase the amount and quality of learning time, and provide additional support to all students.	Yes		

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes		

Label	Assurance	Response	Comment	Attachment
Research-based Strategies	The school planned and developed schoolwide researchbased instructional strategies that provide additional instruction for students experiencing the greatest degree of difficulty mastering the state's academic achievement standards.	Yes		

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes		

Label	Assurance	Response	Comment	Attachment
Title I, Part A Schoolwide Funds	The school allocated and spent Title I, Part A Schoolwide funds only on allowable programs and activities and maintained appropriate financial records in this regard on its Title I, Part A programs and activities.	Yes		

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who will be serving students.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Plan	The school an annual evaluation that addresses the implementation of the comprehensive plan and student achievement results that will inform changes when needed.	Yes		

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes		

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

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

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		

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes		

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		

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

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

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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	The Comprehensive School Improvement Plan is linked to James A. Cawood and Harlan County High School's webpages.	

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	Yes		

Label	Assurance	Response	Comment	Attachment
Professional Development	The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready.	Yes		

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

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

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

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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?

John Carter, principal

Jane Karst, guidance counselor

Kim Wynn, library media specialist

Debbie Cloud, FRYSC coordinator

Nellie Witt, custodian

Connie Engle, teacher/SBDM member

Melodie Canady, RTA teacher

Jamie Howard, special ed teacher

Chamayne Johnson, teacher

Kellie Daniels, speech language pathologist/parent

Emily Jones, teacher/parent

Erica Moore, teacher/parent

Leighann Carter, social worker/parent

Lisa Blanton, social worker/parent

Relationship Building

Overall Rating: 3.57

	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.	Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning.	Distinguished

	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.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

	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.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Proficient

	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: 3.0

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

	Statement or Question	Response	Rating
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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	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

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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

Decision Making

Overall Rating: 2.86

	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 all stakeholder groups represented, provide interpreters and translated materials, meetings are well publicized and convenient. At least 60% of parents vote in SBDM parent election.	Distinguished

	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 adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	Proficient

	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

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

	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 provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.67

	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.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

	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.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	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 staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	Proficient

	Statement or Question	Response	Rating
5.5	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: 2.83

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such as the IEP and/or ILP process - Community resources to support learning - Opportunities to participate in state and district school improvement efforts, such as forums, committees, and surveys.	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.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

	Statement or Question	Response	Rating
6.3	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits and rotates proficient and distinguished work and provides resources to achieve at higher levels.	Distinguished

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

	Statement or Question	Response	Rating
6.6	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.	Proficient

Community Partnerships

Overall Rating: 3.0

	Statement or Question	Response	Rating
7.1	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Proficient

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	Statement or Question	Response	Rating
7.5	Parents make active use of the school's resources and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title I coordinators connect family with community resources and follow up).	Parents make active use of school and community resources and report that they provide meaningful help to resolve family challenges that could interfere with student learning. (For example, FRYSC or Title 1 coordinators connect family with community resources and follow up).	Proficient

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

Reflection

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

Strengths:

Throughout the course of the school and district audit process, systematic efforts have been initiated to improve our communication and collaboration with external partnerships and stakeholders. Our strengths include a network of community partnerships and a detailed communication plan that is district-based. JACES has regular communications that are sent through a variety of media outlets and mediums to parents and community members. Data is collected from these efforts and it is utilized to improve our communication with the stakeholders.

Areas for Improvements:

Communication efforts are in place, but are not always two-way or accessed by all parents. Often our communication that is most utilized is email; however, this does not reach all parents or provide a basis for collecting communication for a two-way exchange. These areas, along with increasing our parent leadership through SBDM and other parent groups, is the focus of our areas for improvement.

Action Steps:

Communication Team Members are planning a meeting with the SBDM to discuss methods for increasing parent participation and leadership.

SBDM Council developing a policy to enable parents and stakeholders to conduct observations and visits to solicit feedback.

Communication Team members are distributing a phone survey and the stakeholder survey to gather information for improving communication and allowing for parents and other stakeholders to make suggestions and take a larger role in the decision-making process. Parent involvement in the ILP process has been added to the ILP protocol; however, this will not take place until the end of this school year and data will be collected from this to improve student learning.

Parent Involvement through the Data Notebook Initiative to be expanded to include student-led discussions at Open House.

The areas of improvement: District-wide stakeholder surveys are given to parents, and teachers encourage parents to respond.

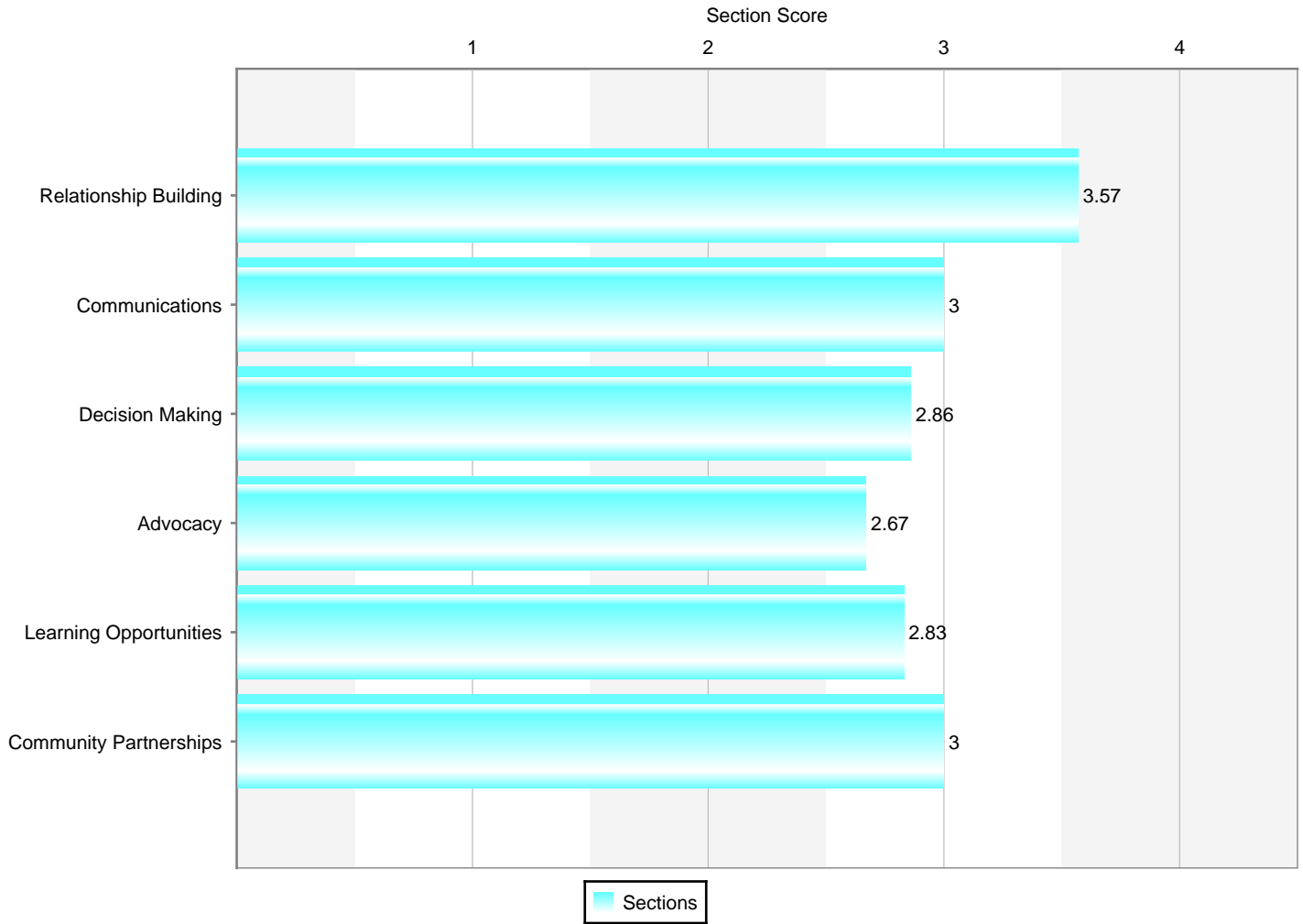
There is no school policy that allows parents to visit regular classrooms upon request.

Plans to improve the areas of need: One plan to improve parent communication is to encourage parents to participate in the parent surveys by making it easier for them to access the survey. Instead of only sending them a note home with the link (that they would have to type themselves), we placed a link on our website so parents can simply click on the link to take them straight to the survey. We also offered parents an evening for them to take the survey in our school computer lab for those who do not have internet access at home.

We need a school policy that allows parents to visit the regular classrooms upon request.

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.

Involving stakeholders in public school improvement is vital. The stakeholders involved were the administration team and department chairs. Each year, students, teachers, administrative staff, and parents fill out the TELL Survey for areas of need. Once the data was collected and reviewed, suggestions were made for next year's School Improvement Plan. Once the draft was completed, it was presented SBDM for review, suggestions, and editing. Once the SBDM approved the plan, it was sent to the District for their reviewing, editing, and approval. Once approved, it was uploaded onto the State's site.

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

Each Department Chair took a section of the plan. I.e. the Language Arts chair and the RTI teacher both worked on the Reading Goals, and the math Chair took the math goals. The principal, counselors, and other chair persons took goals relating to bullying, discipline, attendance, parent Involvement, etc...

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

Once approved by the Board, it was placed on the school's website. Also, each month a specific chairperson, along with his/her team, presented a narrative of progress during SBDM.

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		

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?	Yes	8-11-15	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council or district adopt the EMP?	Yes	8-11-15	

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		

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	8-11-15	

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	8-4-15	

Label	Assurance	Response	Comment	Attachment
7.	Were local law enforcement and/or fire officials invited to review the EMP?	Yes		

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		

KDE Comprehensive School Improvement Plan

James A. Cawood Elementary

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	8-11-15	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes		

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		

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	8-11-15	

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		

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		

What are the barriers identified?

The barriers include geographic location and distances from large metropolitan areas and universities. We also have a rapidly declining economy which was based primarily on the coal industry and the lack of employment opportunities for family members and spouses of teachers.

What sources of data were used to determine the barriers?

The data sources used to determine the barriers were state and national employment rates and census bureau statistics on median household income.

What are the root causes of those identified barriers?

The nation-wide collapse of the coal industries.

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

The TPGES, individual teacher ratings were nearly all accomplished, with a few being exemplary.

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.

The students income is not considered in the placement of assigned teachers. We strive to have effective teachers throughout the school; therefore, a student's family income, minority status, is not a priority when placing a student in any given class.

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?

Data is only used in the placement of students who are academically struggling or who have failed to meet the benchmarks.

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

Student level data is considered by the school's SBDM council when making decisions on the posting of a position. Our school is very limited in certain areas by the lack of qualified applicants.

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?

Our school follows all state and local protocols associated with the posting of vacancies and retention of effective educators.

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

Teacher retention is addressed through step/experiences and rank change raises which are included in district salary tables.

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

To meet the needs of first year teachers, a mentor teacher is assigned as a guide and confidant. The mentor teacher aides the new teacher in learning the school policies and getting to know staff members on a personal friendship level to ensure a safe and welcoming working environment. The district provides new teacher training and training for out-of-field teachers. KTIP is required for first year teachers as well.

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

All teachers at JACES were rated at or above the accomplished level in 2014-15.

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

ASK JOHN CARTER

Questions

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

ASK LISA LEWIS