



KDE Comprehensive School Improvement Plan

Campbellsville Elementary School
Campbellsville Independent

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Campbellsville Elementary School is located on 315 Roberts Road in Campbellsville. This location was formerly home to Durham School and Campbellsville Middle School. Campbellsville Elementary has an enrollment of 434 students in kindergarten through 3rd grade. Each of the grade levels typically have between 90-115 students. Also, the elementary has two preschool classrooms that will accommodate 40 students. Campbellsville Elementary has seventy-eight percent of the students are on free/reduced lunch. Our school is a participant in a federal program which allows all of our students to receive a free breakfast and lunch. CES has 27 classrooms, a gymnasium, 2 computer labs, a library media center (which includes 2 mobile computer lab), family resource/youth services center, 21st Century Program center, and administrative offices. We have 34 certified employees (Principal, Counselor, Librarian, 22 classroom teachers, four special needs teachers, speech/language pathologist, reading & math interventionists, two pre-school teachers). Three teachers are National Board Certified, and all teachers are highly qualified. The school is located in Campbellsville, which is center city in Taylor County. Campbellsville has a population of approximately 11,000. The median income for a household in the city is just under \$23,000, and the median income for a family is just over \$30,000. The median home value is approximately \$87,000. There are a few companies that provide employment opportunities for community member. The top five major employers in the Campbellsville are Amazon, Campbellsville University, Taylor County Hospital, Taylor County School District, Cox Interior, Serco, Murakami, and Wal-Mart. Campbellsville University sits approximately 3 miles from the elementary campus. The university has an enrollment of nearly 3,000 undergraduate students, plus its nearly 500 graduate students. A variety of majors are offered with the five most popular being: Education; Business, Management, Marketing, and Related Support Services; Security and Protective Services; Theology and Religious Vocations; and Health Professions and Related Clinical Sciences.

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.

Campbellsville Elementary School has adopted the mission statement, "Preparing our future leaders for tomorrow's challenges!" We also show our school pride with the phrase, "What a great day to be an EAGLE!" We start each day with our student-led news program. This video program is played in each homeroom and provides students with information on upcoming school events, Leader in Me info, staff and student spotlights, school lunch, students' birthdays, and the "Pledge of Allegiance." Our schools guidelines for success reads as follows:

Everyday, I will be on time and

Always do my best. I will

Give respect to everyone,

Learning is my quest. I will always have

Excellent behavior, so I can

Soar above the rest.

The first letter of each guideline spells the name of our school mascot, and we want the students to feel the pride and determination in being an EAGLE. Each student at CES can perform at high levels academically and will experience success. CES has high expectations for all students as we strive to close achievement gaps. The school and district provides the best customer service possible allowing each child to develop academically, physically, socially, and emotionally. A variety of instructional strategies are implemented to support each student's individual learning styles. Teachers work to have positive and pro-active classrooms, rather than re-active ones. A school, home, and community partnership equips our students to become learners for tomorrow and productive citizens. Confidence, courage, and tenacity, allows our students to make appropriate decisions and be sensitive of diversity and cultural differences. Campbellsville Elementary provides equitable educational experiences for all students. Classrooms are heterogeneously grouped in regard to race, academic strengths, gender, behavior, and age appropriateness. Staff members use a variety of assessment data to identify each student's abilities. Identifying these abilities allow us to begin the RTI process for individual students. Students with special needs are also identified and interventions are made. They receive intense instruction in individual, small group, and large group instruction. We make a special effort to build positive relationships with all of our students. All students are given the opportunity to participate in school activities that are age appropriate. CES offers students the opportunity to participate in after-school programs or other learning opportunities through grade-level choirs, Art club, 21st Century Program activities, Extended School Services, leadership groups, Energy Team, and 4-H. CES host an open house at the beginning of each year, four grade level parent meeting nights to discuss academic progress, at least 5 literacy events, some math and science/energy nights, and several parent involvement group sponsored events each year. All students, parents, and staff are highly encouraged to attend these events.

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.

Campbellsville Elementary has become a "Leader in Me" school by implementing the 7 Habits of Highly Effective People and finding leadership qualities in all our students. Seventeen students were recognized for perfect attendance through 3rd grade. Over the past four years, Campbellsville Elementary School students have participated and had winners in the local and district 4-H speech contests. Many CES students have received rewards for their participation in the school and county 4-H art competition. Over the past five years, more than 260 students have received the Presidential Academic Fitness Award. The school recognizes attendance leader, academic leaders, and student leadership at each of the Friday student-led assemblies. Over 100 students have been invited and participated in the school's monthly leadership luncheons.

Additional Information

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

Campbellsville Elementary students are recognized for attendance, citizenship, birthdays, and reading awards. These awards are given during weekly through morning celebrations, school announcements, and at an end-of-year assembly. Students participate in the Conservation Art and Writing Contests, perform a musical program for the school and parents, host an art show to display artistic abilities, and develop two museum setting programs from their history classes. Teachers are recognized with the Teacher of the Year honors. Invited guests play a significant part in the academic advancement of Campbellsville Elementary School students. Several times throughout the school year, guests are asked to come and share in reading days with the students. Over the past years, special guests speakers have included State Representatives, Campbellsville Mayors, war veterans, local business owners, television personalities, and Campbellsville University professors and coaches. CES students also participate in field trips to some of Kentucky's most historical locations and major attractions.

2015-2016 CES CSIP

Overview

Plan Name

2015-2016 CES CSIP

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	All CES teachers will implement the RtI program to increase combined reading and mathematics proficiency from 43.8% to 65% as measured by the KPREP by May 2017	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$15200
2	100% of students will participate in leadership activities in order to decrease discipline referrals and increase positive student behavior.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$6000
3	Decrease the number of combined reading and math novice scores for the Gap Group (non-duplicated) from 35.4 to less than 20% as measured by KPREP by May 2017.	Objectives: 2 Strategies: 1 Activities: 1	Academic	\$0
4	All certified staff will participate in professional development to address individual professional needs of staff members	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
5	Campbellsville Elementary will provide opportunities for students to participate in activities that will promote college and career readiness	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
6	Campbellsville Elementary Staff will continue to promote program review activities and strategies and maintain proficient status	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: All CES teachers will implement the Rtl program to increase combined reading and mathematics proficiency from 43.8% to 65% as measured by the KPREP by May 2017

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in literacy and informational text in Reading by 05/02/2016 as measured by NWEA-MAP and grade level common assessments..

Strategy 1:

Computer Based Program - Students will be assigned lessons according to the individual learning needs. The computer lab schedule will allow students the time to meet their goals.

Category: Learning Systems

Activity - Lexia	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Lexia Reading is a technology-based reading program that increases reading proficiency for all students pre-k–grade 4 and at-risk students grades 4–12.	Academic Support Program	08/05/2015	05/30/2017	\$4000	Title I Part A	All classroom teachers and support staff
Activity - Reading Plus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Plus is a web-based reading program that increases word vocabulary and reading fluency.	Academic Support Program	08/05/2015	05/30/2017	\$3500	Title I Part A	Principal, Assistant Principal, Teachers, Interventionists
Activity - Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Reading Eggs program focuses on a core reading curriculum of skills and strategies essential for sustained reading success. It completely supports what children learn at school and will help to improve your child's school results.	Academic Support Program	08/05/2015	05/30/2017	\$5000	Title I Part A	Principal, Assistant Principal, Teachers, Interventionists
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Accelerated Reader takes learning to a deeper level. It enables teachers to balance independent reading practice at each student's personal reading level with instructional reading practice of grade level text. AR is designed to fit within the teacher's existing literacy block and works in a whole group, small group, or as an independent reading practice tool.	Academic Support Program	08/05/2015	05/30/2017	\$2700	Title I Part A	Principal, Assistant Principal, Teachers, Media Specialists, Interventionists
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Measurable Objective 2:

57% of All Students will demonstrate a proficiency in operations & algebraic thinking and numbers & operations in Mathematics by 05/02/2016 as measured by MAP and grade level common assessments.

Strategy 1:

Differentiated Instruction - Teachers will use differentiated instruction during small group or individual response to intervention time to build on number and operation or operations an algebraic thinking skills.

Category: Continuous Improvement

Research Cited: All strategies are research based programs.

Activity - Math in focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math in Focus offers you the same authentic Singapore math curriculum that has propelled Singapore students to international success. It follows the pedagogical framework developed by the Singapore Ministry of Education.	Academic Support Program	08/05/2015	05/20/2016	\$0	Title I Schoolwide	All teachers and support staff

Activity - Front Rowed Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Front Row is a program that accurately isolates skills and gaps with every student - then it fills the gaps and builds on the strengths, allowing students to grow into extraordinary mathematicians and readers.	Academic Support Program	08/05/2015	05/30/2017	\$0	Other	Teachers, Interventionists

Goal 2: 100% of students will participate in leadership activities in order to decrease discipline referrals and increase positive student behavior.

Measurable Objective 1:

collaborate to promote positive behavior in school and overall good citizenship among all students by 11/30/2017 as measured by Dojo reports, school discipline referrals, and parent communication logs.

Strategy 1:

Positive Behavior - 1. Students will participate in a schoolwide classroom management program to promote positive behavior, decrease office referrals, and increase

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two-way parent communication.

2. Students will participate in Leader in Me Activities

Category: Management Systems

Research Cited: 1. Using Class Dojo to Support Student Self-Regulation - www.aace.org 2. theleaderinme.org

Activity - Leadership Jobs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in classroom leadership jobs and will have the opportunity to apply for school leadership jobs	Behavioral Support Program	11/30/2015	11/30/2017	\$0	No Funding Required	All staff

Activity - Awards and Recognitions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders of the Month are recognized monthly at student-led assemblies for exhibiting the seven habits of the Leader in Me program. The Soaring Eagle Award recognizes students who are good citizens in the classroom and have overall good behavior. This award is given weekly at assemblies. The Attendance Award is given weekly at assemblies and is based in perfect attendance during the prior week of school.	Behavioral Support Program	11/30/2015	11/30/2016	\$2000	General Fund	Classroom teachers, Office staff, Counselor, Media Specialist, Principal, Assistant Principal

Activity - Leadership Luncheons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members are invited to participate in monthly luncheons with the Leaders of the Month. The community members are selected using the Kentucky Career Clusters as a model.	Behavioral Support Program	11/30/2015	11/30/2017	\$4000	General Fund	Lighthouse Team, Culture Focus Group

Activity - School Mentoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School faculty will mentor a team of students in order to motivate them to complete work, take pride in their work, and do their best. This team will also work on team building and good citizenship	Behavioral Support Program	11/30/2015	11/30/2017	\$0	No Funding Required	All faculty

Activity - Leader in Me Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers incorporate the 7 Habits into their daily lessons. For the first seven weeks of school, teachers will focus on one habit per week to ensure all students understand. The habits are reviewed throughout the year.	Behavioral Support Program	11/30/2015	11/30/2017	\$0	No Funding Required	All staff

Goal 3: Decrease the number of combined reading and math novice scores for the Gap Group (non-duplicated) from 35.4 to less than 20% as measured by KPREP by May 2017.

Measurable Objective 1:

A 10% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 37% to 47% in Reading by 05/20/2016 as measured by 2016 K-PREP.

(shared) Strategy 1:

RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.

Category: Continuous Improvement

Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0	Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

Measurable Objective 2:

A 15% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 31.5% to 45% in Mathematics by 05/30/2016 as measured by KPREP .

(shared) Strategy 1:

RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.

Category: Continuous Improvement

Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0	Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists
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Goal 4: All certified staff will participate in professional development to address individual professional needs of staff members

Measurable Objective 1:

increase student growth by creating and implementing individual Professional Growth Plans that reflect increased knowledge and skills in specific curricular areas by 05/27/2016 as measured by 100% participation of the certified staff at Campbellsville Elementary School.

Strategy 1:

Professional Development - Certified staff members will be provided the opportunity to participate in individualized professional development through various strategies.

Category: Professional Learning & Support

Activity - Online Webinars/Conferences/School & District Provided Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development specific to curricular areas for certified staff available through online resources, available conferences and school/district provided PD resources	Professional Learning	11/09/2015	05/20/2016	\$0	Other	Certified Staff, Principal, Assistant Principal, Professional Development Coordinator

Activity - School Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Certified staff members will have the opportunity to visit distinguished schools to increase professional learning in specific areas of instruction and school achievement	Professional Learning	11/09/2015	05/27/2016	\$0	Other	Principal, Assistant Principal, Professional Development Coordinator

Activity - Pacing Guides/School-Wide CMA's	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Certified staff members will create and implement grade-level pacing guides and common assessments	Academic Support Program	10/29/2015	05/27/2016	\$0	No Funding Required	Certified Staff Members, Principal, Assistant Principal
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Strategy 2:

PGES - All certified staff members will complete and participate in the PGES as mandated by the district and state.

Category: Teacher PGES

Activity - Adminstrative/Peer Walkthroughs and Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will receive feedback from walkthroughs and observations completed by administrative staff and peers.	Academic Support Program, Professional Learning	11/09/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principal, District Administrative Staff, Peers

Activity - Self-Reflection/Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All certified staff will complete self-reflections as related to observations and lesson planning. All certified staff will help to develop and monitor student growth goals	Academic Support Program, Professional Learning	11/09/2015	05/27/2016	\$0	No Funding Required	Principal, Assistant Principal, Certified Staff

Goal 5: Campbellsville Elementary will provide opportunities for students to participate in activities that will promote college and career readiness

Measurable Objective 1:

achieve college and career readiness through a variety of activities during the school year by 05/27/2016 as measured by student participation, school calendar activity planning and lesson plans.

Strategy 1:

Leader In Me - All students will have the opportunity to participate in "Leader In Me" activities and recognitions

Category: Career Readiness Pathways

Activity - Leader In Me Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will have the opportunity to participate in the following "Leader In Me" activities: Student Lighthouse Team, Monthly Leadership Recognitions (Soaring Eagles/Leadership Luncheons), Friday Morning Assemblies, Leader In Me Focus Weeks, Students Leadership Roles and Building transformation to reflect leadership goals and college awareness	Behavioral Support Program, Career Preparation/Orientation	11/09/2015	05/27/2016	\$0	Other	Principal, Assistant Principal, All staff
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Strategy 2:

Practical Living/Career Studies - Students will have the opportunity to participate in various activities specifically related to Practical Living and Career Studies

Category: Career Readiness Pathways

Activity - Practical Living/Career Studies Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have the opportunity to participate in the following activities specifically related to Practical Living and Career Studies: Practical Living Day, Community Fieldtrips, Guest Speakers, "A Few Good Men & Women Readers", Reading in a Winter Wonderland, I Love to Read Day, and Soar 3 News	Academic Support Program, Career Preparation/Orientation	11/09/2015	05/27/2016	\$0	Other	Certified Staff Members and Media Specialist

Goal 6: Campbellsville Elementary Staff will continue to promote program review activities and strategies and maintain proficient status

Measurable Objective 1:

demonstrate a proficiency through the implementation of Program Review activities and strategies at Campbellsville Elementary by 05/27/2016 as measured by all students having access to all four arts disciplines, practical living/career studies and world language through intentional scheduling and lesson planning.

Strategy 1:

Arts/Culture - All students will have the opportunity to participate in a variety of activities and lessons that promote the arts and culture.

Category: Integrated Methods for Learning

Activity - Arts/Culture Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will have the opportunity to participate in the following activities: weekly classes in the four arts disciplines and culture, CES Arts Day, Grade Level Programs and Art shows, CES Cultural Fair	Academic Support Program	10/26/2015	05/27/2016	\$0	Other	Arts Staff, Guidance Counselor, Media Specialist, Regular Classroom Teachers, Principal and Assistant Principal
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Activity - Practical Living/Career Studies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have the opportunity to participate in classes and activities specifically related to Practical Living and Career Studies which will include: Practical Living/Career Day, Monthly Practical Living lessons taught by CES guidance counselor, weekly PE classes, Second Steps Social Skills Program and Health Screenings	Academic Support Program	11/09/2015	05/27/2016	\$0	Other	Principal, Assistant Principal, Practical Living/Career Studies Staff, Certified Staff

Measurable Objective 2:

demonstrate a proficiency in writing by 09/19/2016 as measured by 80% of all students at CES writing on a grade appropriate level.

Strategy 1:

Writing Instruction - Teachers will follow grade-level writing common core/program review standards in their classrooms that supports differentiated approaches based on student goals, skills, and learning preferences.

Category: Continuous Improvement

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will participate in the following activities: instruction on all three genres of writing (informational, narrative, opinion), teach/model the writing process, utilize peer/teacher checklists and utilize writing rubrics.	Academic Support Program	11/09/2015	05/27/2016	\$0	Other	Principal, Assistant Principal, Certified Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning Communities	Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists
Math in focus	Math in Focus offers you the same authentic Singapore math curriculum that has propelled Singapore students to international success. It follows the pedagogical framework developed by the Singapore Ministry of Education.	Academic Support Program	08/05/2015	05/20/2016	\$0	All teachers and support staff
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leadership Jobs	All students will participate in classroom leadership jobs and will have the opportunity to apply for school leadership jobs	Behavioral Support Program	11/30/2015	11/30/2017	\$0	All staff
School Mentoring Program	School faculty will mentor a team of students in order to motivate them to complete work, take pride in their work, and do their best. This team will also work on team building and good citizenship	Behavioral Support Program	11/30/2015	11/30/2017	\$0	All faculty
Administrative/Peer Walkthroughs and Observations	All certified staff will receive feedback from walkthroughs and observations completed by administrative staff and peers.	Academic Support Program, Professional Learning	11/09/2015	05/27/2016	\$0	Principal, Assistant Principal, District Administrative Staff, Peers

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Pacing Guides/School-Wide CMA's	Certified staff members will create and implement grade-level pacing guides and common assessments	Academic Support Program	10/29/2015	05/27/2016	\$0	Certified Staff Members, Principal, Assistant Principal
Self-Reflection/Student Growth Goals	All certified staff will complete self-reflections as related to observations and lesson planning. All certified staff will help to develop and monitor student growth goals	Academic Support Program, Professional Learning	11/09/2015	05/27/2016	\$0	Principal, Assistant Principal, Certified Staff
Leader in Me Instruction	Teachers incorporate the 7 Habits into their daily lessons. For the first seven weeks of school, teachers will focus on one habit per week to ensure all students understand. The habits are reviewed throughout the year.	Behavioral Support Program	11/30/2015	11/30/2017	\$0	All staff
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Awards and Recognitions	Leaders of the Month are recognized monthly at student-led assemblies for exhibiting the seven habits of the Leader in Me program. The Soaring Eagle Award recognizes students who are good citizens in the classroom and have overall good behavior. This award is given weekly at assemblies. The Attendance Award is given weekly at assemblies and is based in perfect attendance during the prior week of school.	Behavioral Support Program	11/30/2015	11/30/2016	\$2000	Classroom teachers, Office staff, Counselor, Media Specialist, Principal, Assistant Principal
Leadership Luncheons	Community members are invited to participate in monthly luncheons with the Leaders of the Month. The community members are selected using the Kentucky Career Clusters as a model.	Behavioral Support Program	11/30/2015	11/30/2017	\$4000	Lighthouse Team, Culture Focus Group
Total					\$6000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Lexia	Lexia Reading is a technology-based reading program that increases reading proficiency for all students pre-k–grade 4 and at-risk students grades 4–12.	Academic Support Program	08/05/2015	05/30/2017	\$4000	All classroom teachers and support staff

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Accelerated Reader	Accelerated Reader takes learning to a deeper level. It enables teachers to balance independent reading practice at each student's personal reading level with instructional reading practice of grade level text. AR is designed to fit within the teacher's existing literacy block and works in a whole group, small group, or as an independent reading practice tool.	Academic Support Program	08/05/2015	05/30/2017	\$2700	Principal, Assistant Principal, Teachers, Media Specialists, Interventionists
Reading Eggs	The Reading Eggs program focuses on a core reading curriculum of skills and strategies essential for sustained reading success. It completely supports what children learn at school and will help to improve your child's school results.	Academic Support Program	08/05/2015	05/30/2017	\$5000	Principal, Assistant Principal, Teachers, Interventionists
Reading Plus	Reading Plus is a web-based reading program that increases word vocabulary and reading fluency.	Academic Support Program	08/05/2015	05/30/2017	\$3500	Principal, Assistant Principal, Teachers, Interventionists
Total					\$15200	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
School Visits	Certified staff members will have the opportunity to visit distinguished schools to increase professional learning in specific areas of instruction and school achievement	Professional Learning	11/09/2015	05/27/2016	\$0	Principal, Assistant Principal, Professional Development Coordinator
Practical Living/Career Studies	All students will have the opportunity to participate in classes and activities specifically related to Practical Living and Career Studies which will include: Practical Living/Career Day, Monthly Practical Living lessons taught by CES guidance counselor, weekly PE classes, Second Steps Social Skills Program and Health Screenings	Academic Support Program	11/09/2015	05/27/2016	\$0	Principal, Assistant Principal, Practical Living/Career Studies Staff, Certified Staff
Front Rowed Math	Front Row is a program that accurately isolates skills and gaps with every student - then it fills the gaps and builds on the strengths, allowing students to grow into extraordinary mathematicians and readers.	Academic Support Program	08/05/2015	05/30/2017	\$0	Teachers, Interventionists

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Leader In Me Strategies	Students will have the opportunity to participate in the following "Leader In Me" activities: Student Lighthouse Team, Monthly Leadership Recognitions (Soaring Eagles/Leadership Luncheons), Friday Morning Assemblies, Leader In Me Focus Weeks, Students Leadership Roles and Building transformation to reflect leadership goals and college awareness	Behavioral Support Program, Career Preparation/Orientation	11/09/2015	05/27/2016	\$0	Principal, Assistant Principal, All staff
Practical Living/Career Studies Activities	All students will have the opportunity to participate in the following activities specifically related to Practical Living and Career Studies: Practical Living Day, Community Fieldtrips, Guest Speakers, "A Few Good Men & Women Readers", Reading in a Winter Wonderland, I Love to Read Day, and Soar 3 News	Academic Support Program, Career Preparation/Orientation	11/09/2015	05/27/2016	\$0	Certified Staff Members and Media Specialist
Arts/Culture Activities	All students will have the opportunity to participate in the following activities: weekly classes in the four arts disciplines and culture, CES Arts Day, Grade Level Programs and Art shows, CES Cultural Fair	Academic Support Program	10/26/2015	05/27/2016	\$0	Arts Staff, Guidance Counselor, Media Specialist, Regular Classroom Teachers, Principal and Assistant Principal
Online Webinars/Conferences/School & District Provided Professional Development	Professional Development specific to curricular areas for certified staff available through online resources, available conferences and school/district provided PD resources	Professional Learning	11/09/2015	05/20/2016	\$0	Certified Staff, Principal, Assistant Principal, Professional Development Coordinator
Writing Instruction	All students will participate in the following activities: instruction on all three genres of writing (informational, narrative, opinion), teach/model the writing process, utilize peer/teacher checklists and utilize writing rubrics.	Academic Support Program	11/09/2015	05/27/2016	\$0	Principal, Assistant Principal, Certified Staff
Total					\$0	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

CES is wanting to decrease to the number of students scoring novice on the state assessment. Currently MAP data shows 24% of CES students are scoring below the 20%ile in reading, and 25% of CES students are scoring below the 20%ile in mathematics. Although the MAP is a norm-referenced assessment, CES students are scoring below norm. Our focus will be placed on the curriculum (pacing guides) being presented to our students by the their teachers.

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?

Third grade students are performing significantly higher in both reading and mathematics than any other grade. The teachers have assistance in providing reading instruction to the students. Students that are not at the proficiency level in either reading or math have an extra class period of reading and/or math. With the same continued growth throughout the remainder of the year, the school should have 57%+ third grade students should score at the proficiency level on the state assessment. The same growth in math will produce 63%+ at the proficiency level.

Opportunities for Improvement

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

The amount of time students are spending with reading and math instruction has to be increased. All students not at a level of proficiency will receive an extra class period of reading and/or math. The SBDM Council will review the master schedule monthly to review and revise the time spent on reading and mathematics instruction.

Conclusion

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

Master Schedule Revision

Review Curriculum

Revise Pacing Guides

Develop rigor and relevant assessments

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:

100% of students will participate in leadership activities in order to decrease discipline referrals and increase positive student behavior.

Measurable Objective 1:

collaborate to promote positive behavior in school and overall good citizenship among all students by 11/30/2017 as measured by Dojo reports, school discipline referrals, and parent communication logs.

Strategy1:

Positive Behavior - 1. Students will participate in a schoolwide classroom management program to promote positive behavior, decrease office referrals, and increase two-way parent communication.

2. Students will participate in Leader in Me Activities

Category: Management Systems

Research Cited: 1. Using Class Dojo to Support Student Self-Regulation - www.aace.org 2. theleaderinme.org

Activity - Leadership Luncheons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Community members are invited to participate in monthly luncheons with the Leaders of the Month. The community members are selected using the Kentucky Career Clusters as a model.	Behavioral Support Program	11/30/2015	11/30/2017	\$4000 - General Fund	Lighthouse Team, Culture Focus Group

Activity - School Mentoring Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School faculty will mentor a team of students in order to motivate them to complete work, take pride in their work, and do their best. This team will also work on team building and good citizenship	Behavioral Support Program	11/30/2015	11/30/2017	\$0 - No Funding Required	All faculty

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Activity - Awards and Recognitions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Leaders of the Month are recognized monthly at student-led assemblies for exhibiting the seven habits of the Leader in Me program. The Soaring Eagle Award recognizes students who are good citizens in the classroom and have overall good behavior. This award is given weekly at assemblies. The Attendance Award is given weekly at assemblies and is based in perfect attendance during the prior week of school.	Behavioral Support Program	11/30/2015	11/30/2016	\$2000 - General Fund	Classroom teachers, Office staff, Counselor, Media Specialist, Principal, Assistant Principal

Activity - Leadership Jobs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in classroom leadership jobs and will have the opportunity to apply for school leadership jobs	Behavioral Support Program	11/30/2015	11/30/2017	\$0 - No Funding Required	All staff

Activity - Leader in Me Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers incorporate the 7 Habits into their daily lessons. For the first seven weeks of school, teachers will focus on one habit per week to ensure all students understand. The habits are reviewed throughout the year.	Behavioral Support Program	11/30/2015	11/30/2017	\$0 - No Funding Required	All staff

Goal 2:

All certified staff will participate in professional development to address individual professional needs of staff members

Measurable Objective 1:

increase student growth by creating and implementing individual Professional Growth Plans that reflect increased knowledge and skills in specific curricular areas by 05/27/2016 as measured by 100% participation of the certified staff at Campbellsville Elementary School.

Strategy1:

PGES - All certified staff members will complete and participate in the PGES as mandated by the district and state.

Category: Teacher PGES

Research Cited:

Activity - Administrative/Peer Walkthroughs and Observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will receive feedback from walkthroughs and observations completed by administrative staff and peers.	Academic Support Program Professional Learning	11/09/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, District Administrative Staff, Peers

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Activity - Self-Reflection/Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All certified staff will complete self-reflections as related to observations and lesson planning. All certified staff will help to develop and monitor student growth goals	Professional Learning Academic Support Program	11/09/2015	05/27/2016	\$0 - No Funding Required	Principal, Assistant Principal, Certified Staff

Strategy2:

Professional Development - Certified staff members will be provided the opportunity to participate in individualized professional development through various strategies.

Category: Professional Learning & Support

Research Cited:

Activity - School Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff members will have the opportunity to visit distinguished schools to increase professional learning in specific areas of instruction and school achievement	Professional Learning	11/09/2015	05/27/2016	\$0 - Other	Principal, Assistant Principal, Professional Development Coordinator

Activity - Online Webinars/Conferences/School & District Provided Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development specific to curricular areas for certified staff available through online resources, available conferences and school/district provided PD resources	Professional Learning	11/09/2015	05/20/2016	\$0 - Other	Certified Staff, Principal, Assistant Principal, Professional Development Coordinator

Activity - Pacing Guides/School-Wide CMA's	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Certified staff members will create and implement grade-level pacing guides and common assessments	Academic Support Program	10/29/2015	05/27/2016	\$0 - No Funding Required	Certified Staff Members, Principal, Assistant Principal

Goal 3:

Campbellsville Elementary will provide opportunities for students to participate in activities that will promote college and career readiness

Measurable Objective 1:

achieve college and career readiness through a variety of activities during the school year by 05/27/2016 as measured by student participation, school calendar activity planning and lesson plans.

Strategy1:

Practical Living/Career Studies - Students will have the opportunity to participate in various activities specifically related to Practical Living and Career Studies

Category: Career Readiness Pathways

Research Cited:

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Activity - Practical Living/Career Studies Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to participate in the following activities specifically related to Practical Living and Career Studies: Practical Living Day, Community Fieldtrips, Guest Speakers, "A Few Good Men & Women Readers", Reading in a Winter Wonderland, I Love to Read Day, and Soar 3 News	Career Preparation/Orientation Academic Support Program	11/09/2015	05/27/2016	\$0 - Other	Certified Staff Members and Media Specialist

Strategy2:

Leader In Me - All students will have the opportunity to participate in "Leader In Me" activities and recognitions

Category: Career Readiness Pathways

Research Cited:

Activity - Leader In Me Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to participate in the following "Leader In Me" activities: Student Lighthouse Team, Monthly Leadership Recognitions (Soaring Eagles/Leadership Luncheons), Friday Morning Assemblies, Leader In Me Focus Weeks, Students Leadership Roles and Building transformation to reflect leadership goals and college awareness	Career Preparation/Orientation Behavioral Support Program	11/09/2015	05/27/2016	\$0 - Other	Principal, Assistant Principal, All staff

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

Goal 1:

All CES teachers will implement the RtI program to increase combined reading and mathematics proficiency from 43.8% to 65% as measured by the KPREP by May 2017

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in operations & algebraic thinking and numbers & operations in Mathematics by 05/02/2016 as measured by MAP and grade level common assessments.

Strategy1:

Differentiated Instruction - Teachers will use differentiated instruction during small group or individual response to intervention time to build on number and operation or operations an algebraic thinking skills.

Category: Continuous Improvement

Research Cited: All strategies are research based programs.

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Activity - Front Rowed Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Front Row is a program that accurately isolates skills and gaps with every student - then it fills the gaps and builds on the strengths, allowing students to grow into extraordinary mathematicians and readers.	Academic Support Program	08/05/2015	05/30/2017	\$0 - Other	Teachers, Interventionists

Activity - Math in focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math in Focus offers you the same authentic Singapore math curriculum that has propelled Singapore students to international success. It follows the pedagogical framework developed by the Singapore Ministry of Education.	Academic Support Program	08/05/2015	05/20/2016	\$0 - Title I Schoolwide	All teachers and support staff

Measurable Objective 2:

57% of All Students will demonstrate a proficiency in literacy and informational text in Reading by 05/02/2016 as measured by NWEA-MAP and grade level common assessments..

Strategy1:

Computer Based Program - Students will be assigned lessons according to the individual learning needs. The computer lab schedule will allow students the time to meet their goals.

Category: Learning Systems

Research Cited:

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus is a web-based reading program that increases word vocabulary and reading fluency.	Academic Support Program	08/05/2015	05/30/2017	\$3500 - Title I Part A	Principal, Assistant Principal, Teachers, Interventionists

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Eggs program focuses on a core reading curriculum of skills and strategies essential for sustained reading success. It completely supports what children learn at school and will help to improve your child's school results.	Academic Support Program	08/05/2015	05/30/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Teachers, Interventionists

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia Reading is a technology-based reading program that increases reading proficiency for all students pre-k–grade 4 and at-risk students grades 4–12.	Academic Support Program	08/05/2015	05/30/2017	\$4000 - Title I Part A	All classroom teachers and support staff

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Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader takes learning to a deeper level. It enables teachers to balance independent reading practice at each student's personal reading level with instructional reading practice of grade level text. AR is designed to fit within the teacher's existing literacy block and works in a whole group, small group, or as an independent reading practice tool.	Academic Support Program	08/05/2015	05/30/2017	\$2700 - Title I Part A	Principal, Assistant Principal, Teachers, Media Specialists, Interventionists

Goal 2:
Decrease the number of combined reading and math novice scores for the Gap Group (non-duplicated) from 35.4 to less than 20% as measured by KPREP by May 2017.

Measurable Objective 1:
A 15% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 31.5% to 45% in Mathematics by 05/30/2016 as measured by KPREP .

Strategy1:
RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.
Category: Continuous Improvement
Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0 - Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

Measurable Objective 2:
A 10% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 37% to 47% in Reading by 05/20/2016 as measured by 2016 K-PREP .

Strategy1:
RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.
Category: Continuous Improvement
Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

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Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0 - Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

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

Goal 1:

Campbellsville Elementary preschool and kindergarten teachers will work collaboratively to improve early childhood education and school readiness.

Measurable Objective 1:

complete a portfolio or performance by having each kindergarten teacher complete the Brigance screening with every student within the first two weeks of the students enrollment by 05/29/2015 as measured by completion of the Brigance screening..

Strategy1:

Knowledge of Students - Each teacher will complete their own assessments/screenings. This will give the teacher the opportunity to learn about the students they will teach. Also, relationship building is a crucial part of a child learning experience.

Category: Early Learning

Research Cited:

Activity - Brigance screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will complete the Brigance screening to determine their school readiness.	Policy and Process	08/06/2014	09/15/2015	\$0 - District Funding	Kindergarten Teachers

Measurable Objective 2:

complete a portfolio or performance for preschool teachers to use the Teaching Strategies GOLD to assessment and monitor progress to the preschool students by 05/29/2015 as measured by GOLD Assessments and documentation.

Strategy1:

Knowledge of Preschool Students - This will allow teacher to build positive relationships with each and every student.

Category: Early Learning

Research Cited:

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Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of each child with Teaching Strategies GOLD allows teachers to chart student academic growth, motor skills, self-help abilities, and communication skills. Areas of strength and weakness are readily identified	Academic Support Program	08/06/2014	09/18/2015	\$2500 - Other	Preschool and Kindergarten teachers, Principal, Preschool Director

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

Goal 1:
Campbellsville Elementary preschool and kindergarten teachers will work collaboratively to improve early childhood education and school readiness.

Measurable Objective 1:
complete a portfolio or performance for preschool teachers to use the Teaching Strategies GOLD to assessment and monitor progress to the preschool students by 05/29/2015 as measured by GOLD Assessments and documentation.

Strategy1:
Knowledge of Preschool Students - This will allow teacher to build positive relationships with each and every student.
Category: Early Learning
Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Monitor the progress of each child with Teaching Strategies GOLD allows teachers to chart student academic growth, motor skills, self-help abilities, and communication skills. Areas of strength and weakness are readily identified	Academic Support Program	08/06/2014	09/18/2015	\$2500 - Other	Preschool and Kindergarten teachers, Principal, Preschool Director

Measurable Objective 2:
complete a portfolio or performance by having each kindergarten teacher complete the Brigance screening with every student within the first two weeks of the students enrollment by 05/29/2015 as measured by completion of the Brigance screening..

Strategy1:
Knowledge of Students - Each teacher will complete their own assessments/screenings. This will give the teacher the opportunity to learn about the students they will teach. Also, relationship building is a crucial part of a child learning experience.
Category: Early Learning
Research Cited:

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Activity - Brigance screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All kindergarten students will complete the Brigance screening to determine their school readiness.	Policy and Process	08/06/2014	09/15/2015	\$0 - District Funding	Kindergarten Teachers

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

Goal 1:

All CES teachers will implement the Rtl program to increase combined reading and mathematics proficiency from 43.8% to 65% as measured by the KPREP by May 2017

Measurable Objective 1:

57% of All Students will demonstrate a proficiency in operations & algebraic thinking and numbers & operations in Mathematics by 05/02/2016 as measured by MAP and grade level common assessments.

Strategy1:

Differentiated Instruction - Teachers will use differentiated instruction during small group or individual response to intervention time to build on number and operation or operations an algebraic thinking skills.

Category: Continuous Improvement

Research Cited: All strategies are research based programs.

Activity - Front Rowed Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Front Row is a program that accurately isolates skills and gaps with every student - then it fills the gaps and builds on the strengths, allowing students to grow into extraordinary mathematicians and readers.	Academic Support Program	08/05/2015	05/30/2017	\$0 - Other	Teachers, Interventionists

Activity - Math in focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math in Focus offers you the same authentic Singapore math curriculum that has propelled Singapore students to international success. It follows the pedagogical framework developed by the Singapore Ministry of Education.	Academic Support Program	08/05/2015	05/20/2016	\$0 - Title I Schoolwide	All teachers and support staff

Measurable Objective 2:

57% of All Students will demonstrate a proficiency in literacy and informational text in Reading by 05/02/2016 as measured by NWEA-MAP and grade level common assessments..

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Strategy1:

Computer Based Program - Students will be assigned lessons according to the individual learning needs. The computer lab schedule will allow students the time to meet their goals.

Category: Learning Systems

Research Cited:

Activity - Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Reading Eggs program focuses on a core reading curriculum of skills and strategies essential for sustained reading success. It completely supports what children learn at school and will help to improve your child's school results.	Academic Support Program	08/05/2015	05/30/2017	\$5000 - Title I Part A	Principal, Assistant Principal, Teachers, Interventionists

Activity - Lexia	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Lexia Reading is a technology-based reading program that increases reading proficiency for all students pre-k–grade 4 and at-risk students grades 4–12.	Academic Support Program	08/05/2015	05/30/2017	\$4000 - Title I Part A	All classroom teachers and support staff

Activity - Reading Plus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Plus is a web-based reading program that increases word vocabulary and reading fluency.	Academic Support Program	08/05/2015	05/30/2017	\$3500 - Title I Part A	Principal, Assistant Principal, Teachers, Interventionists

Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Accelerated Reader takes learning to a deeper level. It enables teachers to balance independent reading practice at each student's personal reading level with instructional reading practice of grade level text. AR is designed to fit within the teacher's existing literacy block and works in a whole group, small group, or as an independent reading practice tool.	Academic Support Program	08/05/2015	05/30/2017	\$2700 - Title I Part A	Principal, Assistant Principal, Teachers, Media Specialists, Interventionists

Goal 2:

Decrease the number of combined reading and math novice scores for the Gap Group (non-duplicated) from 35.4 to less than 20% as measured by KPREP by May 2017.

Measurable Objective 1:

A 10% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 37% to 47% in Reading by 05/20/2016 as measured by 2016 K-PREP.

Strategy1:

SY 2015-2016

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RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.

Category: Continuous Improvement

Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0 - Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

Measurable Objective 2:

A 15% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 31.5% to 45% in Mathematics by 05/30/2016 as measured by KPREP .

Strategy1:

RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.

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Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0 - Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Decrease the number of combined reading and math novice scores for the Gap Group (non-duplicated) from 35.4 to less than 20% as measured by KPREP by May 2017.

Measurable Objective 1:

A 10% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 37% to 47% in Reading by 05/20/2016 as measured by 2016 K-PREP.

Strategy1:

SY 2015-2016

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RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.

Category: Continuous Improvement

Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

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Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0 - Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

Measurable Objective 2:

A 15% increase of Third grade Economically Disadvantaged students will demonstrate a proficiency from 31.5% to 45% in Mathematics by 05/30/2016 as measured by KPREP .

Strategy1:

RTI - Progress Monitoring - RTI: All staff will be involved in knowing, understanding, and implementing the RTI process for students. This will be monitored bi-monthly for fidelity.

Category: Continuous Improvement

Research Cited: Buffum, A.; Mattos, M.; and Webber, C. (2010). "The Why Behind RTI." Educational Leadership, Volume 68, No.2.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will bring formative assessment data to PLC meetings to determine next steps for all students. These assessments will guide teachers in their instructional practices for core curriculum and RTI.	Academic Support Program	10/30/2015	05/30/2017	\$0 - Title I Schoolwide	Principal, Assistant Principal, RTI Coordinator, Classroom Teachers, Resource Teachers, Interventionists

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Campbellsville Elementary will provide opportunities for students to participate in activities that will promote college and career readiness

SY 2015-2016

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Measurable Objective 1:

achieve college and career readiness through a variety of activities during the school year by 05/27/2016 as measured by student participation, school calendar activity planning and lesson plans.

Strategy1:

Leader In Me - All students will have the opportunity to participate in "Leader In Me" activities and recognitions

Category: Career Readiness Pathways

Research Cited:

Activity - Leader In Me Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will have the opportunity to participate in the following "Leader In Me" activities: Student Lighthouse Team, Monthly Leadership Recognitions (Soaring Eagles/Leadership Luncheons), Friday Morning Assemblies, Leader In Me Focus Weeks, Students Leadership Roles and Building transformation to reflect leadership goals and college awareness	Career Preparation/ Orientation Behavioral Support Program	11/09/2015	05/27/2016	\$0 - Other	Principal, Assistant Principal, All staff

Strategy2:

Practical Living/Career Studies - Students will have the opportunity to participate in various activities specifically related to Practical Living and Career Studies

Category: Career Readiness Pathways

Research Cited:

Activity - Practical Living/Career Studies Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to participate in the following activities specifically related to Practical Living and Career Studies: Practical Living Day, Community Fieldtrips, Guest Speakers, "A Few Good Men & Women Readers", Reading in a Winter Wonderland, I Love to Read Day, and Soar 3 News	Academic Support Program Career Preparation/ Orientation	11/09/2015	05/27/2016	\$0 - Other	Certified Staff Members and Media Specialist

Goal 2:

Campbellsville Elementary Staff will continue to promote program review activities and strategies and maintain proficient status

Measurable Objective 1:

demonstrate a proficiency through the implementation of Program Review activities and strategies at Campbellsville Elementary by 05/27/2016 as measured by all students having access to all four arts disciplines, practical living/career studies and world language through intentional scheduling and lesson planning.

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Strategy1:

Arts/Culture - All students will have the opportunity to participate in a variety of activities and lessons that promote the arts and culture.

Category: Integrated Methods for Learning

Research Cited:

Activity - Practical Living/Career Studies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to participate in classes and activities specifically related to Practical Living and Career Studies which will include: Practical Living/Career Day, Monthly Practical Living lessons taught by CES guidance counselor, weekly PE classes, Second Steps Social Skills Program and Health Screenings	Academic Support Program	11/09/2015	05/27/2016	\$0 - Other	Principal, Assistant Principal, Practical Living/Career Studies Staff, Certified Staff

Activity - Arts/Culture Activities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will have the opportunity to participate in the following activities: weekly classes in the four arts disciplines and culture, CES Arts Day, Grade Level Programs and Art shows, CES Cultural Fair	Academic Support Program	10/26/2015	05/27/2016	\$0 - Other	Arts Staff, Guidance Counselor, Media Specialist, Regular Classroom Teachers, Principal and Assistant Principal

Measurable Objective 2:

demonstrate a proficiency in writing by 09/19/2016 as measured by 80% of all students at CES writing on a grade appropriate level.

Strategy1:

Writing Instruction - Teachers will follow grade-level writing common core/program review standards in their classrooms that supports differentiated approaches based on student goals, skills, and learning preferences.

Category: Continuous Improvement

Research Cited:

Activity - Writing Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will participate in the following activities: instruction on all three genres of writing (informational, narrative, opinion), teach/model the writing process, utilize peer/teacher checklists and utilize writing rubrics.	Academic Support Program	11/09/2015	05/27/2016	\$0 - Other	Principal, Assistant Principal, Certified Staff

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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		

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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.	N/A		

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.	N/A		

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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.	N/A		

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.	N/A		

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

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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		

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

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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.	No	Title I funding is used to employ 3.4 teacher positions. The assist in reducing class sizes to 23:1 student to teacher ratio.	

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

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?

Ricky Hunt, CES Principal; David Petett, District Title I Coordinator; Chanelle Jackson, SBDM Parent Member; Andrea Lawhorn, SBDM Parent Member; Nkki Price, SBDM Teacher Member; Ashlee Petett, SBDM Teacher Member

Relationship Building

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.2	School staff implements systematic steps to welcome the parents of new and English as-a-Second-Language (ESL) students (for example, using home visits, personal calls or letters, open houses and/or other methods).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

	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.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	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.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
3.6	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.	At least 50% of parents respond to annual school and/or district stakeholder surveys.	Proficient

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

Decision Making

Overall Rating: 2.29

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff 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: 2.83

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Proficient

	Statement or Question	Response	Rating
5.4	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.	School 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.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.67

	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.	School provides open house and family nights for some parents to learn about: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities for parents to participate on councils and SBDM 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.	Apprentice

	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 targeted parent workshops and meetings to help parents develop skills to support their child's learning.	Apprentice

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

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.83

	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.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	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

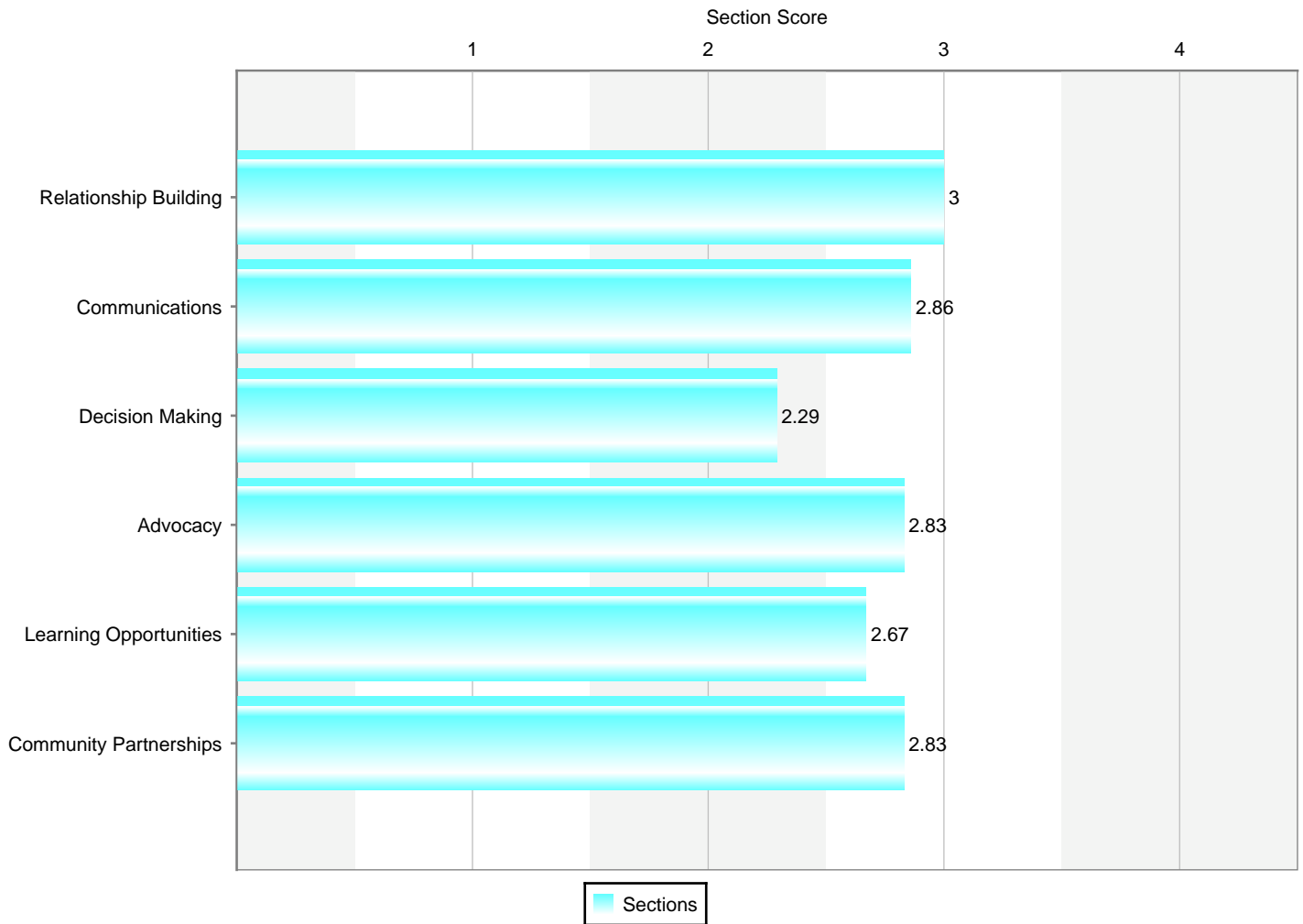
Reflection

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

CES teachers and administration typically build a strong and bonding relationship with our students, but we do not make that same effort to build relationships with all our parents. We do a great job of getting information to our parents, but we continue to fall short in relaying the information to our community and local businesses other than utilizing the local newspaper and radio media. School leadership needs to be more proactive in developing relationships with and informing local businesses and community leaders. We will make more efforts in developing surveys for community and other stakeholders to complete and analyze that data. The data analysis will then be shared with the stakeholders and school council. The district has added a public relations person to assist with making all stakeholders aware of activities and events throughout our school and district.

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.

The SBDM Council consists of three teacher members, two parent members, and principal. The teacher members are elected by their peers, and the parents are nominated and elected by other parents, The principal serves as chairperson for the council. The SBDM Council forms standing committees that are made of both teacher and parent members. The teachers are assigned to the committees by the principal and these committees are approved by the council. The teachers make parent contacts to recruit them to become part of the committee. A regular meeting schedule is developed at the first committee meeting.

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

At meetings, the committees discuss need, goals, strategies, and activities, These ideas are presented to the principal, either written or electronically. The principal processes this information and enters it into the plan format. The SBDM Council then reviews, revises, and adopts the plan. The principal distributes the plan to all staff and assures it is available through school media. Teachers members elaborate on the plan at staff meetings, Parents members share the information with other parents.

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

The improvement plan is reviewed quarterly for implementation stage (Full, Partial, or No) of each components strategies and activities. The SBDM Council will also review the plan at a regular scheduled monthly meeting if revisions to the plan are necessary at that time. The principal distributes the revised plan to all staff and assures it is available through school media. Teachers members discuss the plan and changes during their common plan. Parents members assists the principal and teachers with getting the information to other parents. Revisions are sent to parents through newsletters and the students' informational Wednesday folder.

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 each school have a written 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?	Yes	June 2006	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	July 2006	

Label	Assurance	Response	Comment	Attachment
4.	Has each school provided the local first responders with a copy of the school's EMP and a copy of the school's floor plan?	Yes		

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	July 2015	

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 4, 2015	

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		

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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	July 2015	

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 each school developed and adhered to practices designed to ensure control of access to each school (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 each school 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	August 11, 2015	

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

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?

Center location of resources, curriculum alignment

What sources of data were used to determine the barriers?

K-Prep assessment data, needs assessment survey, MAP assessment data

What are the root causes of those identified barriers?

Knowledge of resources available, implementing new reading and mathematics series

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

All CES teachers are accomplished or developing, none are ineffective. Curriculum and instruction are areas identified as a need.

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.

There are no ineffective teachers; all teachers are highly qualified. CES Principal is in charge of placement of students in classes. All students are heterogenously assigned to classes based on gender and academic ability. All classes have (as close as possible) the same number of males and females. Students are assigned in quartiles by academic ability. Students are assigned to a classroom through a rotation through the quartiles.

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?

There are no ineffective teachers; all teachers are highly qualified. CES Principal is in charge of placement of students in classes. All students are heterogenously assigned to classes based on gender and academic ability. All classes have (as close as possible) the same number of males and females. Students are assigned in quartiles by academic ability. Students are assigned to a classroom through a rotation through the quartiles.

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

The school analyzes attendance, assessment, discipline referral, etc. to recruitment the candidate who can be a positive role model and develop positive, trusting relationships with our students.

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?

The school analyzes attendance, assessment, discipline referral, etc. to recruitment the candidate who can be a positive role model and develop positive, trusting relationships with our students.

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

Teachers are provided a matching 403-B. Also, teachers are asked about changing placement from year to year, those request are considered when making teacher placement. Identified teachers are recognized at monthly board meetings. Attendance awards are presented to staff.

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

The instructional supervisor has monthly meetings with first year teachers, Professional development and collegial support is provided during these meetings. Also, the instructional supervisor holds these meetings for non-tenured teachers.

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

Teachers with an effectiveness rating below accomplished have to attend professional development workshop offered by the district's instructional supervisor. The principal offers professional development activities for the teachers to complete.

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

The staff is given a professional development survey each year. The results of the survey are used by the school's SBDM Council to develop the following years PD plan.

Questions

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

All classrooms must include a heterogeneous group of students based on gender and academic ability.

CES will implement activities to recruitment and retain effect teachers.

The CES SBDM Council will take ever hiring opportunity to employee a teacher that will be the best role model and support for every student.