



# **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.

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## Executive Summary

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## **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.

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## **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?**

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## **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.**

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## **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.**

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## **Additional Information**

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

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# **2014-2015 CES CSIP**

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## Overview

### Plan Name

2014-2015 CES CSIP

### Plan Description

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## 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 students at Campbellsville Elementary School will become grade appropriate proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500
2	Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 3.3% in 2014 to less than 1% in 2017.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$8500
3	Campbellsville Elementary will increase parental involvement in school activities and provide parents/guardians strategies needed to be an active participant in their child's education.	Objectives: 5 Strategies: 5 Activities: 6	Organizational	\$6100
4	All students at Campbellsville Elementary will have access through intentional scheduling time within the instructional day for a balanced program in the four arts disciplines (dance, drama, music, and visual arts) and practical living/career studies.	Objectives: 3 Strategies: 4 Activities: 7	Academic	\$4400
5	Campbellsville Elementary students will increase the percent of proficient & distinguished scores in mathematics from 42.9% in 2014 to 64.8% in 2017.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$102300
6	Campbellsville Elementary students will increase the percent of proficient & distinguished scores in reading from 42.9% in 2014 to 71.7% in 2017.	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$103000
7	All students at CES will experience cross-curricular literacy based activities within the arts & humanities/practical living areas.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
8	CES Administration will fulfill all requirements of PGES as described in the district certified evaluation plan.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0
9	Campbellsville Elementary preschool and kindergarten teachers will work collaboratively to improve early childhood education and school readiness.	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$2500
10	Campbellsville Elementary will provide it's staff with a clean, safe work environment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: All students at Campbellsville Elementary School will become grade appropriate proficient writers.

### Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade appropriate writing skills according to common core standards in Writing by 09/18/2015 as measured by rubric identified writing samples..

### Strategy 1:

Teaching Kentucky Writing Core Standards - Teachers will follow grade level writing common core standards in their classroom that supports differentiated approaches based on students goals, skills, and learning preferences.

Category:

Research Cited: Common core is based on national and state guidelines.

Activity - Writers Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review.	Direct Instruction	08/06/2014	05/29/2015	\$1500	Title I School Improvement (ISI)	Teachers, Principal

## Goal 2: Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 3.3% in 2014 to less than 1% in 2017.

### Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency to decrease the achievement gap of less than 1% in Mathematics by 11/01/2017 as measured by the school report card.

### Strategy 1:

Co-Teaching Model - Staff will implement effective co-teaching models to reduce achievement gaps for classroom settings

Category: Integrated Methods for Learning

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	08/06/2014	05/20/2016	\$500	Other	Teachers, Principal, SODE

**(shared) Strategy 2:**

Assessing Students - Teachers will develop assessments similar to K-PREP with multiple choice and ER questions at the end of each unit in all content areas that will be modeled to proficiency.

Category:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	01/01/2015	05/08/2015	\$0	No Funding Required	Principal, Teachers

**(shared) Strategy 3:**

MAP Assessments - The school will conduct MAP Assessments three times per year. The students will set individual goals based on their performance. Areas of strength and concern will be identified by the assessment.

Category: Continuous Improvement

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will take the MAP assessment in the first month of school, in the final two weeks of the first semester, and in spring prior to taking state assessment.	Academic Support Program	08/12/2013	05/01/2017	\$8000	Other	Principal, MAP Assessment Coordinator, Instructional Supervisor, Teachers

**Goal 3: Campbellsville Elementary will increase parental involvement in school activities and provide parents/guardians strategies needed to be an active participant in their child's education.**

**Measurable Objective 1:**

demonstrate a proficiency by having 70% of parents/guardians attend one or more school activities by 05/29/2015 as measured by the number of attendees on sign-in sheets.

**Strategy 1:**

Eagle Night Vision - School staff will communicate activities to parents/guardians through SchoolCast phone and email, flyers, newsletters, and school website. School staff will hold at least 6 events throughout each school year after the normal work day (9 a.m. to 5 p.m.) in order to accommodate working parents. Several events will be scheduled and hosted each semester in order to provide multiple opportunities for attendance including but not limited to Parent/Teacher Conferences, Student-Lead (Parent) Conferences, Eagle Family Night, BEAR (Be Excited About Reading) Night, Grandparent's Day, Literacy Nights, Energy/Science Night, Family Nights, Art Shows and Music Performances.



# KDE Comprehensive School Improvement Plan

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Category: Stakeholder Engagement

Research Cited: The earlier in a child's educational process parent involvement begins, the more powerful the effects. The most effective forms of parent involvement are those, which engage parents in working directly with their children on learning activities at home. 86% of the general public believes that support from parents is the most important way to improve the schools.

Activity - Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan events designed for families to participate in and attend activities together that promote content areas. Staff will plan events designed to honor members of families. Staff will plan district wide events to involve families in a night of fun that foster a sense of belonging in the school community.	Parent Involvement	08/06/2014	09/15/2015	\$3000	Title I Part A	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

## Measurable Objective 2:

demonstrate a proficiency of having 30% of parents/guardians to attend one school activity concerning their child's education or academic performance by 05/29/2015 as measured by the number of attendees on sign-in sheets.

## Strategy 1:

Academic Excellence Recognition - School staff will communicate activities to parents/guardians through SchoolCast phone and email, flyers, newsletters, and school website. Parents/guardians will have the opportunity to attend activities such parent/teacher conferences, testing information nights, and content area family nights. School staff will produce and distribute educational materials to parents/guardians at events.

Category: Continuous Improvement

Research Cited: Recognition and reinforcing good behaviors or high achievement is far more effective than punishing bad behavior or criticizing low achievement.

Activity - Academics for the Family	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will plan events designed to involve parents/guardians in their child's educational experience (Celebration of Scores Party, Awards Day, Testing Party, Testing Information Session, Parent/Teacher Conferences).	Parent Involvement	08/06/2014	08/15/2016	\$1000	Title I School Improvement (ISI)	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

## KDE Comprehensive School Improvement Plan

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### Measurable Objective 3:

demonstrate a proficiency of having 15% of parents/guardians to volunteer at a school activity during the school year by 05/29/2015 as measured by the number of attendees on sign-in sheets.

#### Strategy 1:

Eagle Volunteers - School staff will communicate activities to parents/guardians through SchoolCast phone and email, flyers, newsletters, and school website. School staff will work with FRYSC to provide a volunteer training opportunity. School staff will ensure all parents/guardians volunteering at their event have a current background check on file.

Category: Stakeholder Engagement

Research Cited: Decades of research show that when parents are involved students have higher grades, test scores, and graduation rates. Other factors that parent volunteering affects are intensity & type of Involvement, better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol, and fewer instances of violent behavior.

Activity - Volunteer Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	08/01/2014	12/31/2015	\$1200	Title I Schoolwide, FRYSC	Principal, Media Specialist, FRYSC Staff, Classroom Teachers

### Measurable Objective 4:

complete a portfolio or performance by having a Parental Involvement Survey to identify areas of school improvement, opportunities or suggestions for involvement, and parent needs, by 04/17/2015 as measured by survey data results, increased number of volunteers, and number of parents on sign-in sheets at trainings..

#### Strategy 1:

Parent Survey - Produce a survey for parents to determine needs, opportunities, and preferred level of involvement.

Category:

Research Cited: Lack of parental involvement is the biggest problem facing public schools.

Activity - Parent Opinions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents complete a survey on various aspects of parental involvement. Use the survey to find ways to get a greater number of parents volunteering in all areas of school improvement.	Parent Involvement	08/06/2014	05/29/2015	\$300	Title I Schoolwide	Principal, Counselor, Teachers

### Measurable Objective 5:

collaborate to have more than 100 parent/guardian members of the 2014-15 Parent Involvement Group by 04/03/2015 as measured by the number of joining active member for the school year.

**Strategy 1:**

Support Our School Group - The school will conduct at least one activity per semester to allow parents/guardians and community member the opportunity to become a member of the involvement group. Also, a membership form will be sent to every student's household each grading period through their school Wednesday folder.

Category: Stakeholder Engagement

Activity - Membership Drive	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
wefw	Parent Involvement	08/06/2014	09/15/2015	\$300	Title I Part A	Teachers, Counselor, Principal

  

Activity - Member Pamphlet	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grading period a membership form will be sent to every students' household through the school Wednesday folder	Parent Involvement	08/06/2014	09/15/2015	\$300	Title I Part A	Teachers, Counselor, Principal

**Goal 4: All students at Campbellsville Elementary will have access through intentional scheduling time within the instructional day for a balanced program in the four arts disciplines (dance, drama, music, and visual arts) and practical living/career studies.**

**Measurable Objective 1:**

100% of All Students will complete a portfolio or performance of having specific instruction time in the four arts disciplines (dance, drama, music, and visual arts) in Art & Humanities by 05/29/2015 as measured by classroom attendance records and the master schedule..

**Strategy 1:**

Arts Scheduling - The arts disciplines staff will have input in constructing a yearly schedule that provides access to instruction in the four arts.

Category:

Activity - Yearly Activity Schedule Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Activity teachers will be involved in the planning of the daily activity schedule for each grade level in the arts and activity classes.	Direct Instruction	04/11/2014	06/30/2015	\$300	Other	Principal, Guidance Counselor, Activity Teachers

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Activity - Getting the Word Out	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be provided information through newsletters, websites and "school cast" about the four arts disciplines events, schedules, and expectations for students.	Parent Involvement	08/06/2014	10/02/2015	\$0	No Funding Required	Principal, Arts Teachers, Media Specialist

### Measurable Objective 2:

100% of All Students will complete a portfolio or performance by being assessed in the four arts through formative and summative assessments which will include but not limited to performances and exhibitions in Art & Humanities by 05/29/2015 as measured by lesson plans and classroom assessment results..

### Strategy 1:

Variety of Assessments - Instruction of the four arts will be assessed through a variety of methods. Students will have the opportunity to reflect, perform, and create in the four arts disciplines through intentional schedule planning for each grade level.

Category: Continuous Improvement

Activity - Arts Assessment Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train all arts teachers in appropriate assessment strategies for the arts in the elementary school	Professional Learning	08/06/2014	05/29/2015	\$1000	Other	Principal, Arts Teachers

Activity - Performance-Based Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in performances and arts exhibits to assess skills obtained through arts instruction.	Direct Instruction	08/06/2014	05/29/2015	\$1000	Other	Principal, Arts Teachers

Activity - Real Life Arts in the School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to experience the arts through art shows, productions, and hands on arts related days that bring experts in the arts to the school.	Other	08/06/2014	12/18/2015	\$1500	Other	Arts Teachers

### Measurable Objective 3:

100% of All Students will complete a portfolio or performance of having specific instruction time in practical living/career studies in Practical Living by 09/25/2015 as measured by classroom attendance records.

### Strategy 1:

Learning to Live - Each student will be provided the opportunity during the school year to participate in learning practical living techniques and exploring career choices. Students may have the opportunity to job shadow with a professional at local area businesses.

Category: Career Readiness Pathways

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## KDE Comprehensive School Improvement Plan

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Students will be given opportunities to job shadow with a professional from local area companies, businesses, or organizations.	Community Engagement	01/05/2015	12/18/2015	\$0	No Funding Required	Principal, Teachers, Parents, Community
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### Strategy 2:

Learning through Community - The students will get the opportunity to experience multiple career choices and healthy living habits through a production/assembly by visiting a variety of booths with different professionals.

Category: Career Readiness Pathways

Activity - Practical Living Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Area businesses and professionals will be invited to the school to sponsor a booth for students to visit to learn about a particular career of about living styles.	Community Engagement	08/06/2014	12/18/2015	\$600	Other	Principal, Guidance Counselor, FRYSC

## Goal 5: Campbellsville Elementary students will increase the percent of proficient & distinguished scores in mathematics from 42.9% in 2014 to 64.8% in 2017.

### Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency to raise the percent of proficient and distinguished scores from 42.9% in 2014 to 50.7% in Mathematics by 09/18/2015 as measured by the K-prep assessment results and school report card.

### Strategy 1:

Kentucky Core Standards - Teachers will examine and revise lesson plans, instructional guides, activities, and assessments to include, but not limited to, the state standards for mathematics instruction. Classroom instruction will continue to become rigorous to an equivalent level or exceed state standards.

Category: Continuous Improvement

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of an appropriate universal screening will allow teachers to identify those students who have or have not reached proficiency of identified standards	Direct Instruction	08/06/2014	09/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Teachers

Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mathematics pacing guides will be developed and used by each teacher to guide the instruction taught to students.	Direct Instruction	11/07/2014	06/30/2015	\$300	General Fund	Principal, Teachers

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Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed in mathematics for each grade level (k-3). Each grade will take the between 5 or 6 common assessments per year.	Direct Instruction	01/05/2015	06/30/2016	\$1000	General Fund	Teachers, Principal, Instructional Supervisor

## Strategy 2:

Staffing - Additional teachers will allow for a reduced number of students per teacher allowing more focus on mathematics instruction

Category: Continuous Improvement

Activity - Classroom Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/06/2014	09/18/2015	\$93000	Title I Part A	Principal

## Strategy 3:

MAP Assessment Data - Teachers will use MAP assessment data to guide the instruction they provide for students on an individual basis. Teachers will also strategically group students as to their performance and move them to proficiency. Students will use the data to set personal goals to raise themselves to a level of proficiency.

Category: Continuous Improvement

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered the MAP assessment three times throughout the school year. Students can set new goals based on their performance on the assessment.	Academic Support Program	08/06/2014	09/18/2015	\$8000	Other	Principal, MAP Assessment Coordinator, Counselor, Instructional Supervisor, Teachers

Activity - Performance Level Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will include a time period for performance level ability grouping for instruction based on their level of academic development and understanding of skills and concepts in mathematics.	Direct Instruction	08/06/2014	08/14/2015	\$0	No Funding Required	Principal

Activity - Rtl Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will have a time period scheduled for mathematics interventions for students. All students in Tier 2 and 3 will receive needed interventions during this time.	Direct Instruction	08/06/2014	08/14/2015	\$0	No Funding Required	Principal

## Goal 6: Campbellsville Elementary students will increase the percent of proficient & distinguished scores in reading from 42.9% in 2014 to 71.7% in 2017.

### Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency to raise the percent of proficient and distinguished scores from 42.9% in 2014 to 60.4% in Reading by 09/18/2015 as measured by the K-prep assessment results and school report card.

### Strategy 1:

Kentucky Core Standards - Teachers will examine and revise lesson plans, instructional guides, activities, and assessments to include, but not limited to, the state standards for english/language arts instruction. Classroom instruction will continue to become rigorous to an equivalent level or exceed state standards.

Category: Continuous Improvement

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of an appropriate universal screening will allow teachers to identify those students who have or have not reached proficiency of identified standards	Direct Instruction	08/06/2014	09/18/2015	\$0	No Funding Required	Principal, Guidance Counselor, Teachers
Activity - Pacing Guides	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading pacing guides will be developed and used by each teacher to guide the instruction taught to students.	Direct Instruction	11/07/2014	06/30/2015	\$1000	General Fund	Principal, Teachers
Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Common assessments will be developed in reading for each grade level (k-3). Each grade will take the between 5 or 6 common assessments per year.	Direct Instruction	01/05/2015	06/30/2016	\$1000	General Fund	Principal, Teachers, Instructional Supervisor

### Strategy 2:

Staffing - Additional teachers will allow for a reduced number of students per teacher allowing more focus on reading instruction

Category:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/06/2014	09/18/2015	\$93000	Title I Part A	Principal

**Strategy 3:**

MAP Assessment Data - Teachers will use MAP assessment data to guide the instruction they provide for students on an individual basis. Teachers will also strategically group students as to their performance and move them to proficiency. Students will use the data to set personal goals to raise themselves to a level of proficiency.

Category: Continuous Improvement

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be administered the MAP assessment three times throughout the school year. Students can set new goals based on their performance on the assessment.	Academic Support Program	08/06/2014	09/18/2015	\$8000	Other	Principal, MAP Assessment Coordinator, Instructional Supervisor, Counselor, Teachers

Activity - Rtl Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will have a time period scheduled for reading interventions for students. All students in Tier 2 and 3 will receive needed interventions during this time.	Direct Instruction	08/06/2014	08/14/2015	\$0	No Funding Required	Principal

Activity - Performance Level Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will include a time period for performance level ability grouping for instruction based on their level of academic development and understanding of skills and concepts in reading.	Direct Instruction	08/06/2014	08/14/2015	\$0	No Funding Required	Principal

**Goal 7: All students at CES will experience cross-curricular literacy based activities within the arts & humanities/practical living areas.**

**Measurable Objective 1:**

80% of All Students will demonstrate a proficiency based on common core standards for Arts & Humanities/Practical Living. in Art & Humanities by 10/01/2015 as measured by weekly assessments of performance using newly developed rubrics for Arts & Humanities/Practical Living areas as well as written and performance assessments..

**Strategy 1:**

Fab 4 Literacy - Incorporate literacy based activities into the Arts & Humanities/Practical Living classes.

Category: Continuous Improvement



Research Cited: Program Review Reporting Document

Activity - Fab 4 Journal	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will have a journal that will be used in Arts & Humanities/Practical Living areas for vocabulary, note-taking, student reflections, and peer review.	Other	01/05/2015	09/18/2015	\$0	No Funding Required	Principal, Program Review Team, Activity Teachers

## **Goal 8: CES Administration will fulfill all requirements of PGES as described in the district certified evaluation plan.**

### **Measurable Objective 1:**

complete a portfolio or performance as the administrator will complete the calibration process for PGES, the teacher evaluation system, by 04/10/2015 as measured by PGES certification qualifications.

### **Strategy 1:**

Teacherscape - Administrators will continue professional understanding of PGES through online trainings and watching video on the PGES system for evaluation. Administrators will complete all required reading and online work for updating certification. Administrators will complete the calibration for continued certification.

Category: Principal PGES

Activity - PGES Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will complete all required reading for updating certification. Administrators will complete the calibration process for continued certification.	Professional Learning	08/06/2014	04/10/2015	\$0	District Funding	Principal, Central Office Personnel

### **Measurable Objective 2:**

complete a portfolio or performance assigning two peer observers to conduct mini observation with those teachers in year 3 of the evaluation cycle by 05/29/2015 as measured by CIITS documentation.

### **Strategy 1:**

Peer Observers - Peer observers will be trained on how to complete the observation of colleagues and how to use the observations for teacher improvement. The peer observers will observe those teachers in year three of the evaluation cycle. These observation will be used for continuous improvement in teaching.

Category: Teacher PGES

Activity - Peer Observation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Peer observations will be completed and entered in CIITS	Academic Support Program	10/01/2014	09/30/2015	\$0	No Funding Required	Principal, Central Office Staff
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## **Goal 9: 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..

### **Strategy 1:**

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

Activity - Brigance screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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.

### **Strategy 1:**

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

Category: Early Learning

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	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

## Goal 10: Campbellsville Elementary will provide it's staff with a clean, safe work environment.

### Measurable Objective 1:

demonstrate a proficiency that 75% of staff will agree that Campbellsville Elementary provides a clean, safe work environment by 05/29/2015 as measured by the 2015 TELL Survey.

### Strategy 1:

Teacher Survey - Teachers will complete the TELL Survey on working conditions.

Category: Management Systems

Activity - TELL Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Survey on work conditions	Other	08/06/2014	05/29/2015	\$0	No Funding Required	Principal

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP Assessment	Students will be administered the MAP assessment three times throughout the school year. Students can set new goals based on their performance on the assessment.	Academic Support Program	08/06/2014	09/18/2015	\$8000	Principal, MAP Assessment Coordinator, Instructional Supervisor, Counselor, Teachers
Arts Assessment Training	Train all arts teachers in appropriate assessment strategies for the arts in the elementary school	Professional Learning	08/06/2014	05/29/2015	\$1000	Principal, Arts Teachers
Progress Monitoring	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	Preschool and Kindergarten teachers, Principal, Preschool Director
MAP Assessment	Students will take the MAP assessment in the first month of school, in the final two weeks of the first semester, and in spring prior to taking state assessment.	Academic Support Program	08/12/2013	05/01/2017	\$8000	Principal, MAP Assessment Coordinator, Instructional Supervisor, Teachers
Real Life Arts in the School	Students will have the opportunity to experience the arts through art shows, productions, and hands on arts related days that bring experts in the arts to the school.	Other	08/06/2014	12/18/2015	\$1500	Arts Teachers
Yearly Activity Schedule Planning	Activity teachers will be involved in the planning of the daily activity schedule for each grade level in the arts and activity classes.	Direct Instruction	04/11/2014	06/30/2015	\$300	Principal, Guidance Counselor, Activity Teachers
Practical Living Day	Area businesses and professionals will be invited to the school to sponsor a booth for students to visit to learn about a particular career of about living styles.	Community Engagement	08/06/2014	12/18/2015	\$600	Principal, Guidance Counselor, FRYSC

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Performance-Based Assessments	Students will participate in performances and arts exhibits to assess skills obtained through arts instruction.	Direct Instruction	08/06/2014	05/29/2015	\$1000	Principal, Arts Teachers
Co-Teaching	Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	08/06/2014	05/20/2016	\$500	Teachers, Principal, SODE
MAP Assessment	Students will be administered the MAP assessment three times throughout the school year. Students can set new goals based on their performance on the assessment.	Academic Support Program	08/06/2014	09/18/2015	\$8000	Principal, MAP Assessment Coordinator, Counselor, Instructional Supervisor, Teachers
<b>Total</b>					<b>\$31400</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Performance Level Period	The master schedule will include a time period for performance level ability grouping for instruction based on their level of academic development and understanding of skills and concepts in reading.	Direct Instruction	08/06/2014	08/14/2015	\$0	Principal
Peer Observation	Peer observations will be completed and entered in CIITS	Academic Support Program	10/01/2014	09/30/2015	\$0	Principal, Central Office Staff
Job Shadowing	Students will be given opportunities to job shadow with a professional from local area companies, businesses, or organizations.	Community Engagement	01/05/2015	12/18/2015	\$0	Principal, Teachers, Parents, Community
TELL Survey	Survey on work conditions	Other	08/06/2014	05/29/2015	\$0	Principal
Getting the Word Out	Parents will be provided information through newsletters, websites and "school cast" about the four arts disciplines events, schedules, and expectations for students.	Parent Involvement	08/06/2014	10/02/2015	\$0	Principal, Arts Teachers, Media Specialist
Monitor Student Progress	Use of an appropriate universal screening will allow teachers to identify those students who have or have not reached proficiency of identified standards	Direct Instruction	08/06/2014	09/18/2015	\$0	Principal, Guidance Counselor, Teachers
Fab 4 Journal	All students will have a journal that will be used in Arts & Humanities/Practical Living areas for vocabulary, note-taking, student reflections, and peer review.	Other	01/05/2015	09/18/2015	\$0	Principal, Program Review Team, Activity Teachers
Rtl Period	The master schedule will have a time period scheduled for mathematics interventions for students. All students in Tier 2 and 3 will receive needed interventions during this time.	Direct Instruction	08/06/2014	08/14/2015	\$0	Principal

## KDE Comprehensive School Improvement Plan

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Performance Level Period	The master schedule will include a time period for performance level ability grouping for instruction based on their level of academic development and understanding of skills and concepts in mathematics.	Direct Instruction	08/06/2014	08/14/2015	\$0	Principal
Rtl Period	The master schedule will have a time period scheduled for reading interventions for students. All students in Tier 2 and 3 will receive needed interventions during this time.	Direct Instruction	08/06/2014	08/14/2015	\$0	Principal
Answering Strategies	Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	01/01/2015	05/08/2015	\$0	Principal, Teachers
Monitor Student Progress	Use of an appropriate universal screening will allow teachers to identify those students who have or have not reached proficiency of identified standards	Direct Instruction	08/06/2014	09/18/2015	\$0	Principal, Guidance Counselor, Teachers
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Brigance screening	All kindergarten students will complete the Brigance screening to determine their school readiness.	Policy and Process	08/06/2014	09/15/2015	\$0	Kindergarten Teachers
PGES Certification	Administrators will complete all required reading for updating certification. Administrators will complete the calibration process for continued certification.	Professional Learning	08/06/2014	04/10/2015	\$0	Principal, Central Office Personnel
<b>Total</b>					\$0	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Pacing Guides	Reading pacing guides will be developed and used by each teacher to guide the instruction taught to students.	Direct Instruction	11/07/2014	06/30/2015	\$1000	Principal, Teachers
Common Assessments	Common assessments will be developed in mathematics for each grade level (k-3). Each grade will take the between 5 or 6 common assessments per year.	Direct Instruction	01/05/2015	06/30/2016	\$1000	Teachers, Principal, Instructional Supervisor
Common Assessments	Common assessments will be developed in reading for each grade level (k-3). Each grade will take the between 5 or 6 common assessments per year.	Direct Instruction	01/05/2015	06/30/2016	\$1000	Principal, Teachers, Instructional Supervisor
Pacing Guides	Mathematics pacing guides will be developed and used by each teacher to guide the instruction taught to students.	Direct Instruction	11/07/2014	06/30/2015	\$300	Principal, Teachers
<b>Total</b>					\$3300	

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## Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Opinions	Parents complete a survey on various aspects of parental involvement. Use the survey to find ways to get a greater number of parents volunteering in all areas of school improvement.	Parent Involvement	08/06/2014	05/29/2015	\$300	Principal, Counselor, Teachers
Volunteer Training	Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	08/01/2014	12/31/2015	\$1000	Principal, Media Specialist, FRYSC Staff, Classroom Teachers
<b>Total</b>					\$1300	

## Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Member Pamphlet	Each grading period a membership form will be sent to every students' household through the school Wednesday folder	Parent Involvement	08/06/2014	09/15/2015	\$300	Teachers, Counselor, Principal
Family Nights	Staff will plan events designed for families to participate in and attend activities together that promote content areas. Staff will plan events designed to honor members of families. Staff will plan district wide events to involve families in a night of fun that foster a sense of belonging in the school community.	Parent Involvement	08/06/2014	09/15/2015	\$3000	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff
Membership Drive	wefw	Parent Involvement	08/06/2014	09/15/2015	\$300	Teachers, Counselor, Principal
Classroom Size	This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/06/2014	09/18/2015	\$93000	Principal
Classroom Size	This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/06/2014	09/18/2015	\$93000	Principal
<b>Total</b>					\$189600	

## FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Volunteer Training	Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	08/01/2014	12/31/2015	\$200	Principal, Media Specialist, FRYSC Staff, Classroom Teachers
<b>Total</b>					\$200	

**Title I School Improvement (ISI)**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Academics for the Family	Staff will plan events designed to involve parents/guardians in their child's educational experience (Celebration of Scores Party, Awards Day, Testing Party, Testing Information Session, Parent/Teacher Conferences).	Parent Involvement	08/06/2014	08/15/2016	\$1000	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff
Writers Process	Teachers will use research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review.	Direct Instruction	08/06/2014	05/29/2015	\$1500	Teachers, Principal
<b>Total</b>					\$2500	



## **KDE Needs Assessment**

## **Introduction**

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

DRAFT

## **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?**

DRAFT

## 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?

DRAFT

## Opportunities for Improvement

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

DRAFT

## **Conclusion**

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

DRAFT

## The Missing Piece

DRAFT

## **Introduction**

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

DRAFT



## **Stakeholders**

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

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

DRAFT

## Relationship Building

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

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

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

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

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

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

	Statement or Question	Response	Rating
6.	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.		N/A

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

## Communications

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

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

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

	Statement or Question	Response	Rating
3.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.		N/A

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

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

	Statement or Question	Response	Rating
6.	At least 50 percent of parents respond to annual school and/or district stakeholder surveys.		N/A

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.		N/A

DRAFT

## Decision Making

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

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

	Statement or Question	Response	Rating
2.	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.		N/A

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.		N/A

	Statement or Question	Response	Rating
4.	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.		N/A

	Statement or Question	Response	Rating
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.		N/A

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

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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.		N/A

DRAFT

## Advocacy

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

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

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

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

	Statement or Question	Response	Rating
4.	School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements.		N/A

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

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

## Learning Opportunities

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

	Statement or Question	Response	Rating
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 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		N/A

	Statement or Question	Response	Rating
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.		N/A

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

	Statement or Question	Response	Rating
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.		N/A

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.		N/A



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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
6.	School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs.		N/A

DRAFT

## Community Partnerships

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

	Statement or Question	Response	Rating
1.	School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts.		N/A

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

	Statement or Question	Response	Rating
3.	School leadership collaborates with employers to support parent and volunteer participation in students' education.		N/A

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

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

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

## Reflection

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

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

DRAFT

## Report Summary

### Scores By Section

		Section Score							
		1	2			3			4

DRAFT

# Improvement Plan Stakeholder Involvement

DRAFT

## **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.

DRAFT

## **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.**

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

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

DRAFT

## **KDE Assurances - School**

DRAFT



## Introduction

KDE Assurances - School

DRAFT

### 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.			

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.			

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

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.			

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.			

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.			

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<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.			

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

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.			

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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.			

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

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

**KDE Comprehensive School Improvement Plan**

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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.			

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

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

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.			

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.			

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.			

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.			

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

# KDE Comprehensive School Improvement Plan

Campbellsville Elementary School

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

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.			

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website and linked to our district website. (provide the website link below)			

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			

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.			

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

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.			

# KDE Comprehensive School Improvement Plan

Campbellsville Elementary School

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

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

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			

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

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

