



Comprehensive School Improvement Plan

Campbellsville Elementary School
Campbellsville Independent School District

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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 2014. 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 has an enrollment of 385 students in grades kindergarten through 3rd grade. Each of the grade levels have between 69-120 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. CES has 27 classrooms, a gymnasium, 2 computer labs, a library media center (which includes a mobile computer lab), family resource/youth services center, and administrative offices. We have 35 certified employees (Principal, Counselor, Librarian, 21 classroom teachers, four special needs teachers, speech/language pathologist, two reading & math interventionists, two pre-school teachers and a Reading Recovery teacher). Three teachers are National Board Certified and all are highly qualified. The school is located in Campbellsville, which is center city in Taylor County. Campbellsville has a population of approximately 9,100. The annual median household income is just under \$30,000. The median home value is approximately \$80,000. 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, 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 each student reciting the "Pledge of Allegiance" and our schools guidelines for success, which are 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, Extended School Services, leadership groups, Energy Team, and 4-H. CES host an open house at the beginning of each year, four grade/class parent meeting nights, at least 5 literacy events, some math and science/energy nights, and several PTA sponsored events each year. Parents 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.

In 2012-2013, the CES Academic Team advanced as far as an elementary team can possibly advance in competitions. At the 2012-2013 Governor's Cup Competition, they were named Region Champions. This is the first time a team at any level in our district has achieved this honor. The Future Problem Solving Team place first at the competition, and this is the first time ever a team has received all perfect scores. In the previous year's competition, the CES Academic Team placed 1st in District and was 1st runner-up in regionals. Over the past three years, Campbellsville Elementary School students have participated and had winners in the local and district 4-H speech contests. The past three years Campbellsville Elementary students have advanced to the regional finals in these competitions. The last two years, CES students have went on to speak at the Kentucky State Speech Competition. Many CES students have received rewards for their participation in the school and county 4-H art competition. Several students have been recognized in the Duke Talent Program. Over the past four years, more than 130 students have received the Presidential Academic Fitness Award. Last year, the CES PTA received several awards, including two for the great increase in membership.

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 Duke University's Talent Program, President's Education Award, and Conservation Art and Writing Contests. 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. Over the past years, special guests speakers have included State Representatives, Campbellsville Mayors, 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.

2013-2014 CES CSIP

Overview

Plan Name

2013-2014 CES CSIP

Plan Description

This plan will guide Campbellsville Elementary School students to a higher percentage of combined proficiency level on the 2013-2014 K-PREP assessment.

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 receive researched based math instruction.	Objectives: 2 Strategies: 6 Activities: 6	Academic	\$26200
2	All students at Campbellsville Elementary School will become grade appropriate proficient writers.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1500
3	All students at Campbellsville Elementary School will be screened in reading and math using an effective and efficient universal screener.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$5000
4	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: 4 Strategies: 4 Activities: 4	Organizational	\$5500
5	Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 7.9% in 2012 to 4% in 2017.	Objectives: 2 Strategies: 6 Activities: 6	Academic	\$9400
6	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
7	The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.	Objectives: 2 Strategies: 4 Activities: 4	Organizational	\$200
8	Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$193000
9	Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$193000
10	Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.	Objectives: 2 Strategies: 5 Activities: 5	Academic	\$3500

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11	Third grade students with disabilities will show a 35% decrease of novice scores in reading.	Objectives: 2 Strategies: 2 Activities: 3	Academic	\$21500
12	Third grade students will increase the number of proficient and distinguished scores in reading.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
13	Third grade students will increase the number of proficient and distinguished scores in mathematics.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$500
14	Campbellsville Elementary School students will develop and utilize technological skills to communicate information.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$1000
15	All staff at CES will participate in the same behavioral structure and reinforce the rules in the structure.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$2800
16	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
17	All students at CES will experience varied assessments in both formative and summative to demonstrate proficiency in Arts & humanities/Practical Living.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
18	CES Administrators will complete the training on the new teacher evaluation system.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
19	All kindergarten students will complete the Brigance screening to determine school readiness.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: All students at Campbellsville Elementary School will receive researched based math instruction.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade appropriate math skills according to common core standards in Mathematics by 05/19/2014 as measured by MAP results, Math in Focus assessments, formative and summative classroom assessments..

Strategy 1:

Common Core - Teachers will follow grade level common core in their classroom that supports differentiated approaches based on students' goals, skills, and learning preferences. Every classroom will have instructional practices that will consist of rigorous and relevant, student-centered activities.

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

Activity - Support Materials for Common Core	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will use the Teaching Core books to use in the classroom for students develop using higher order thinking to reach proficiency.	Direct Instruction	01/03/2013	01/05/2015	\$500	Title I Schoolwide	Principal, Teachers

Strategy 2:

Math in Focus - Teachers will use the lessons provided in the Math in Focus series to achieve proficiency.

Research Cited: Singapore Mathematics Framework (Math in Focus Teacher Edition page T8)

Activity - Implementation for Math in Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Select teachers will attend Math in Focus workshops. These teachers will train other K-3 grade teachers in the Math in Focus Series using Singapore Math Strategies.	Professional Learning	09/24/2012	05/16/2014	\$2500	Title I School Improvement (ISI)	Principal, Train-the-Trainer teachers, Instructional Supervisor

Strategy 3:

Math in Focus Curriculum - Teachers will use the Math in Focus series in order to have a comprehensive math curriculum through all classes both vertically and horizontally.

Research Cited: Math in Focus scope and sequence

Activity - Math in Focus Workbook	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will use the Math in Focus workbooks as their guided practice.	Direct Instruction	08/01/2012	09/26/2014	\$5200	Title I Schoolwide	Principal, Teachers
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Strategy 4:

Add+Vantage Math - Review and consideration of purchase for the most current Add+Vantage Math materials and other resources.

Activity - Additional Math Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Add+Vantage Math materials and resources will be used in order for student to perform at a level of proficiency	Direct Instruction	01/03/2013	11/17/2014	\$10000	Title I Schoolwide	Teachers, Principal, MAT Teacher

Measurable Objective 2:

75% of All Students will demonstrate a proficiency of 80% on all assessments in Mathematics by 09/26/2014 as measured by the remaining MAP assessments, as well as the 2013-2014 K-PREP assessment.

Strategy 1:

Reduction in Novice - Intervention strategies along with best practices strategies in the classrooms will allow students to reduced the percentage of students scoring novice to less than 20%.

Activity - Added InterventionTime	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The master schedule will include a block of uninterrupted time to allow staff to work with students in small group or individually to increase the number of student mastering all standards.	Direct Instruction	08/06/2013	09/26/2014	\$0	No Funding Required	All certified and classified personnel

Strategy 2:

Staff Assignments - Every certified teacher, counselor, media specialist, and interventionists will be assigned a teacher or group of students to provide assistance in moving students to proficiency.

Activity - Intervention/Enrichment Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each adult will work with a group of students or individual students with areas where growth is needed or areas of strength.	Direct Instruction	08/06/2013	05/18/2015	\$8000	Title I Schoolwide	Principal, Select Certified and Classified Staff

Goal 2: 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 09/26/2014 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.

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	08/06/2013	05/30/2014	\$1500	Title I School Improvement (ISI)	Teachers, Principal

Goal 3: All students at Campbellsville Elementary School will be screened in reading and math using an effective and efficient universal screener.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of the universal screener 3 times per academic year in Mathematics by 04/30/2014 as measured by results of the universal screener.

Strategy 1:

Universal Screener - District administrators have researched and identified an effective universal screener to administer to students. The district has selected NWEA-MAP to identify areas for improvement in instruction, teaching vocabulary, best-practice strategies, Rtl student identification, and academic performance level of all students.

Research Cited: Research regarding Rtl leveling recommends use of an efficient and effective universal screener, as to identify areas of improvement or classroom instruction problems. NWEA-MAP is a national norm-referenced assessment.

Activity - Teacher training on universal screener	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All teachers and staff will be trained in the use and data reporting of the universal screener.	Professional Learning	08/06/2013	09/26/2014	\$5000	General Fund	District Administration, Principals, Teachers, and Instructional Assistants
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Goal 4: 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 activity per semester by 09/26/2014 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.

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	09/24/2012	09/05/2014	\$3000	Title I Part A	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

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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 09/26/2014 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.

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	01/01/2013	09/26/2014	\$1000	Title I School Improvement (ISI)	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 3:

demonstrate a proficiency of having 15% of parents/guardians to volunteer at a school activity during the school year by 05/19/2014 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.

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	11/28/2012	05/19/2014	\$1200	FRYSC, Title I Schoolwide	Principal, Media Specialist, FRYSC Staff, Classroom Teachers

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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 05/19/2014 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.

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	11/15/2013	05/19/2014	\$300	Title I Schoolwide	Principal, Counselor, Teachers

Goal 5: Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 7.9% in 2012 to 4% in 2017.

Measurable Objective 1:

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

Strategy 1:

Assessing with CIITS - Teachers will develop mathematics assessments using CIITS to identify those students for proficiency.

Research Cited: Web-based assessments identified by Kentucky Department of Education

Activity - Math CIITS Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with a minimum of five independent practice mathematics questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200	General Fund	Teachers

Strategy 2:

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

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	01/03/2013	09/26/2014	\$500	Other	Teachers, Principal, SODE

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(shared) Strategy 3:

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.

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	11/05/2012	11/17/2014	\$0	No Funding Required	Principal, Teachers

(shared) Strategy 4:

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.

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 two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000	Other	Principal, Mrs. Price, Teachers

Measurable Objective 2:

100% of Third grade students will demonstrate a proficiency to decrease the achievement gap in English Language Arts by 11/01/2017 as measured by the school report card.

Strategy 1:

Assessing with CIITS - Teachers will develop reading/english language arts assessments using CIITS to identify those students for proficiency.

Research Cited: web-based assessments as identified by the Kentucky Department of Education

Activity - ELA CIITS Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with a minimum of five independent practice reading/english language arts questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200	General Fund	Teachers

Strategy 2:

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

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	01/03/2012	09/26/2014	\$500	Other	Principal, DOSE, Teachers

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(shared) Strategy 3:

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.

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	11/05/2012	11/17/2014	\$0	No Funding Required	Principal, Teachers

(shared) Strategy 4:

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.

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 two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000	Other	Principal, Mrs. Price, Teachers

Goal 6: 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 11/17/2014 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.

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.	Other	01/03/2013	09/26/2014	\$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	01/03/2013	11/17/2014	\$0	No Funding Required	Principal, Arts Teachers, Media Specialist

Measurable Objective 2:

100% of All Students will complete a portfolio or performance 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 09/26/2014 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.

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	08/06/2013	09/26/2014	\$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	08/06/2013	09/26/2014	\$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	08/06/2013	09/26/2014	\$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 09/26/2014 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.

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given opportunities to job shadow with a professional from local area companies, businesses, or organizations.	Community Engagement	02/04/2013	09/26/2014	\$0	No Funding Required	Principal, Teachers, Parents, Community

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 visting a variety of booths with different professionals.

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	01/03/2013	09/26/2014	\$600	Other	Principal, Guidance Counselor, FRYSC

Goal 7: The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.

Measurable Objective 1:

complete a portfolio or performance of being provided job-embedded professional opportunities in arts and practical living/career studies education for use across the curriculum by 11/17/2014 as measured by monitoring lesson plans, instructional guides, and the Program Review Reporting Document..

Strategy 1:

Teacher Work Times - A portion of "Teacher Work Days" and "Early Release Fridays" will be used to provide professional development for the school staff in the arts and practical living/career studies across the curriculum.

Activity - Across the Curriculum Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200	State Funds	Principal, Guidance Counselor, Activity Teachers

Strategy 2:

Arts Classes to Regular Education Classes - Information for arts and practical living/career studies education instruction across the curriculum will be provided to all staff during the school year.

Activity - Monthly Across the Curriculum Updates	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, ets.	Professional Learning	08/01/2013	11/17/2014	\$0	No Funding Required	Arts Teachers
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Measurable Objective 2:

complete a portfolio or performance of including the arts and practical living/career studies in a variety of ways across the curriculum in the regular classroom by 11/17/2014 as measured by monitoring of lesson plans and instructional guides..

Strategy 1:

Program Review - School staff will provide evidence to Program Review staff of the inclusion of the arts and practical living/career studies education across the curriculum.

Activity - Program Review Check Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0	No Funding Required	Principal, All Teachers

Strategy 2:

Staff Assistance - School staff will assist in the students arts productions and practical living/career studies events throughout the school year

Activity - Helping with Events and Productions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School staff will participate in helping put together events and productions involving the arts and practical living/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0	Other	Principal, Guidance Counselor, All Teachers

Goal 8: Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in Mathematics by 11/01/2017 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.

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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	11/05/2012	10/01/2014	\$0	No Funding Required	Principal, Guidance Counselor, Teachers

Strategy 2:

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

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	08/01/2012	09/26/2014	\$185000	Title I Schoolwide	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.

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	08/12/2013	09/26/2014	\$8000	Other	Principal, Mrs. Price, Teachers

Goal 9: Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in English Language Arts by 11/01/2017 as measured by 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.

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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	11/05/2012	11/17/2014	\$0	No Funding Required	Principal, Guidance Counselor, Teachers

Strategy 2:

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

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	08/01/2012	09/26/2014	\$185000	Title I Schoolwide	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.

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	08/12/2013	09/26/2014	\$8000	Other	Principal, Mrs. Price, Teachers

Goal 10: Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.

Measurable Objective 1:

100% of Third grade students will demonstrate a proficiency of 49.2% in English Language Arts by 05/15/2014 as measured by 2014 K-PREP assessment.

(shared) Strategy 1:

Literacy/RtI-Enrichment Initiative - We will have a designated literacy/RtI-enrichment block.

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Create a daily schedule that includes a literacy/Rtl-enrichment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0	No Funding Required	Principal, Counselor, Leadership Team
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(shared) Strategy 2:

Literacy/Rtl-Enrichment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Activity - Parent contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0	No Funding Required	Principal, Teacher

(shared) Strategy 3:

Literacy/Rtl-Enrichment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enrichment block.

Activity - Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0	No Funding Required	Principal, Leadership Team

Strategy 4:

Literacy/Rtl-Enrichment Initiative 4 - We will provide students with books on their individual reading levels.

Activity - Leveled reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500	Title I Part A	Teacher, Librarian

Strategy 5:

Literacy/Rtl-Enrichment Initiative 5 - We will identify what types of questions students are answering.

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0	No Funding Required	Teacher

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Measurable Objective 2:

100% of Third grade students will demonstrate a proficiency of 49.2% in Mathematics by 05/15/2014 as measured by 2014 K-PREP Assessment.

(shared) Strategy 1:

Literacy/Rtl-Enrichment Initiative - We will have a designated literacy/Rtl-enrichment block.

Activity - Scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enrichment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0	No Funding Required	Principal, Counselor, Leadership Team

(shared) Strategy 2:

Literacy/Rtl-Enrichment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Activity - Parent contacts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0	No Funding Required	Principal, Teacher

(shared) Strategy 3:

Literacy/Rtl-Enrichment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enrichment block.

Activity - Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0	No Funding Required	Principal, Leadership Team

Goal 11: Third grade students with disabilities will show a 35% decrease of novice scores in reading.

Measurable Objective 1:

55% of Third grade Students with Disabilities students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by 2013-2014 KPREP assessment.

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(shared) Strategy 1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Activity - Master schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500	Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000	Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

(shared) Strategy 2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Activity - Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0	IDEA	Principal, DOSE, Special Needs Teachers

Measurable Objective 2:

20% of Third grade Students with Disabilities students will complete a portfolio or performance of scoring novice in Reading by 09/26/2014 as measured by 2013-2014 K-PREP.

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(shared) Strategy 1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Activity - Master schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500	Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000	Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

(shared) Strategy 2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Activity - Staffing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0	IDEA	Principal, DOSE, Special Needs Teachers

Goal 12: Third grade students will increase the number of proficient and distinguished scores in reading.

Measurable Objective 1:

A 45% increase of Third grade students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by KPREP assessment.

Strategy 1:

Ready Common Core - Reading - Teachers will implement the Ready Common Core Instruction book to teach and access all the tested CCSS in the Reading/Language Arts strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach the classroom the common core state standards for English Language Arts.

Activity - Ready Common Core Lessons - Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each session ends with Common Core Practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficiency, review the lesson, and use reteaching support.	Direct Instruction	08/06/2013	06/02/2014	\$500	Title I Schoolwide	Textbook Coordinator, Teachers

Goal 13: Third grade students will increase the number of proficient and distinguished scores in mathematics.

Measurable Objective 1:

A 45% increase of Third grade students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy 1:

Ready Common Core - Math - Teachers will implement the Ready Common Core instruction book to teach and access all the tested CCSS in the math strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach your classroom the common core state standards for math.

Activity - Ready Common Core Lessons - Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each Lesson ends with common core practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficient, review the lesson, and use reteaching support.	Direct Instruction	08/16/2013	06/02/2014	\$500	Title I Schoolwide	Textbook Coordinator, Teachers

Goal 14: Campbellsville Elementary School students will develop and utilize technological skills to communicate information.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency showing the development and use of technological skills to communicate information in Writing by 05/30/2014 as measured by classroom assessments, writing program review evidence, and a communication folder.

Strategy 1:

Writing with Technology - Teachers will incorporate student use of technology within their writing instruction.

Research Cited: Kentucky Department of Education Program Review for Writing

Activity - Implement technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology with research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review evidence	Technology	08/06/2013	05/30/2014	\$0	No Funding Required	Teachers, Principal

Strategy 2:

Display of Communication - Students will be given the opportunity to share communication displays and ideas using the various means of technological tools. All students should have some type of access in the classrooms to all Microsoft applications and web-based instruction

Activity - Student Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use email to share information between themselves and other students or teachers.	Technology	08/12/2013	09/26/2014	\$0	No Funding Required	Teachers, Media Specialist, Principal

Activity - Technology Display	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will develop brochures, pamphlets, newsletters, or other types of writings to communicate ideas learned in the classrooms.	Technology	08/06/2013	09/26/2014	\$1000	Title I Schoolwide	Teacher, Program Review Team, Principal

Goal 15: All staff at CES will participate in the same behavioral structure and reinforce the rules in the structure.

Measurable Objective 1:

collaborate to develop a school wide discipline system and code of conduct for students that all staff will implement and monitor by 05/19/2014 as measured by a decrease in the number of discipline referrals.

Strategy 1:

Reward Tickets - Students will be given a certain number of reward tickets at the beginning of the week. The teachers or other staff will take a reward ticket when a student is exhibiting unwanted behaviors. Parent contacts will be made to those students who continuously loss their reward tickets. Prizes will be distributed weekly to those keeping an approved number of reward tickets.

Research Cited: Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provides the students with an incentive to maintain appropriate behaviors in the classroom and common areas in the school.	Behavioral Support Program	08/19/2013	05/18/2015	\$2800	General Fund	Teachers and Principal

Goal 16: 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 10/01/2014 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.

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	11/15/2013	09/26/2014	\$0	No Funding Required	Principal, Program Review Team, Activity Teachers

Goal 17: All students at CES will experience varied assessments in both formative and summative to demonstrate proficiency in Arts & humanities/Practical Living.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Arts & Humanities/Practical Living through a variety of assessments. in Art & Humanities by 10/01/2014 as measured by student performance on varies assessments and evaluations..

Strategy 1:

Assess to Learn (A2L) - Students will complete varied assessments to show understand/proficiency in Arts & Humanities/Practical Living.

Research Cited: Program Review Reporting Document

Activity - Implement Varies Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete written and performance-based assessments, self assessments, peer reviews, and arts critiques.	Other	01/02/2014	01/05/2015	\$0	No Funding Required	Program Review Team, Principal

Goal 18: CES Administrators will complete the training on the new teacher evaluation system.

Measurable Objective 1:

complete a portfolio or performance by administrators completing the certification process for PGES, the teacher evaluation system by 05/19/2014 as measured by PGES certification..

Strategy 1:

Teacherscape - Administrators will complete the online trainings by watching video on the PGES system for evaluation. Administrators will complete all required reading for certification. Administrators will complete the assessment for certification.

Activity - PGES Certification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will complete all required reading for certification. Administrators will complete the assessment for certification.	Professional Learning	11/11/2013	05/19/2014	\$0	District Funding	Principal, Central Office Personnel

Goal 19: All kindergarten students will complete the Brigance screening to determine school readiness.

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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 05/19/2014 as measured by completion of the Brigance screening..

Strategy 1:

Getting to know the Students - Each kindergarten teacher will complete their own Brigance screenings.

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	08/06/2013	05/19/2014	\$0	District Funding	Kindergarten Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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	01/01/2013	09/26/2014	\$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	08/06/2013	05/30/2014	\$1500	Teachers, Principal
Implementation for Math in Focus	Select teachers will attend Math in Focus workshops. These teachers will train other K-3 grade teachers in the Math in Focus Series using Singapore Math Strategies.	Professional Learning	09/24/2012	05/16/2014	\$2500	Principal, Train-the-Trainer teachers, Instructional Supervisor
Total					\$5000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Eagle Bucks	Provides the students with an incentive to maintain appropriate behaviors in the classroom and common areas in the school.	Behavioral Support Program	08/19/2013	05/18/2015	\$2800	Teachers and Principal
Teacher training on universal screener	All teachers and staff will be trained in the use and data reporting of the universal screener.	Professional Learning	08/06/2013	09/26/2014	\$5000	District Administration, Principals, Teachers, and Instructional Assistants

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Math CIITS Assessments	Teachers will provide students with a minimum of five independent practice mathematics questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200	Teachers
ELA CIITS Assessments	Teachers will provide students with a minimum of five independent practice reading/english language arts questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200	Teachers
Total					\$8200	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Volunteer Training	Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	11/28/2012	05/19/2014	\$200	Principal, Media Specialist, FRYSC Staff, Classroom Teachers
Total					\$200	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Added InterventionTime	The master schedule will include a block of uninterrupted time to allow staff to work with students in small group or individually to increase the number of student mastering all standards.	Direct Instruction	08/06/2013	09/26/2014	\$0	All certified and classified personnel
Program Review Check Sheets	All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0	Principal, All Teachers
Parent contacts	Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0	Principal, Teacher
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	11/15/2013	09/26/2014	\$0	Principal, Program Review Team, Activity 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	11/05/2012	11/17/2014	\$0	Principal, Guidance Counselor, Teachers

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Monthly Across the Curriculum Updates	Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, etc.	Professional Learning	08/01/2013	11/17/2014	\$0	Arts Teachers
Implement Varies Assessments	Students will complete written and performance-based assessments, self assessments, peer reviews, and arts critiques.	Other	01/02/2014	01/05/2015	\$0	Program Review Team, Principal
Job Shadowing	Students will be given opportunities to job shadow with a professional from local area companies, businesses, or organizations.	Community Engagement	02/04/2013	09/26/2014	\$0	Principal, Teachers, Parents, Community
Student Communication	Students will use email to share information between themselves and other students or teachers.	Technology	08/12/2013	09/26/2014	\$0	Teachers, Media Specialist, 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	01/03/2013	11/17/2014	\$0	Principal, Arts Teachers, Media Specialist
Support Staff	All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0	Principal, Leadership Team
Scheduling	Create a daily schedule that includes a literacy/RtI-enrichment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0	Principal, Counselor, Leadership Team
Answering Strategies	Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0	Principal, Teachers
Implement technology	Teachers will use technology with research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review evidence	Technology	08/06/2013	05/30/2014	\$0	Teachers, Principal
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	11/05/2012	10/01/2014	\$0	Principal, Guidance Counselor, Teachers
Questioning Techniques	Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0	Teacher
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Comprehensive School Improvement Plan

Campbellsville Elementary School

PGES Certification	Administrators will complete all required reading for certification. Administrators will complete the assessment for certification.	Professional Learning	11/11/2013	05/19/2014	\$0	Principal, Central Office Personnel
Brigance screening	All kindergarten students will complete the Brigance screening to determine their school readiness.	Policy and Process	08/06/2013	05/19/2014	\$0	Kindergarten Teachers
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Leveled reading	Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500	Teacher, Librarian
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	09/24/2012	09/05/2014	\$3000	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff
Total					\$6500	

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	08/12/2013	09/26/2014	\$8000	Principal, Mrs. Price, Teachers
Co-Teaching	Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2012	09/26/2014	\$500	Principal, DOSE, Teachers
Helping with Events and Productions	School staff will participate in helping put together events and productions involving the arts and practical ling/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0	Principal, Guidance Counselor, All Teachers
Arts Assessment Training	Train all arts teachers in appropriate assessment strategies for the arts in the elementary school	Professional Learning	08/06/2013	09/26/2014	\$1000	Principal, Arts 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	01/03/2013	09/26/2014	\$600	Principal, Guidance Counselor, FRYSC

Comprehensive School Improvement Plan

Campbellsville Elementary School

MAP Assessment	Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000	Principal, Mrs. Price, 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.	Other	01/03/2013	09/26/2014	\$300	Principal, Guidance Counselor, Activity 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	08/06/2013	09/26/2014	\$1500	Arts Teachers
Performance-Based Assessments	Students will participate in performances and arts exhibits to assess skills obtained through arts instruction.	Direct Instruction	08/06/2013	09/26/2014	\$1000	Principal, Arts Teachers
Co-Teaching	Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2013	09/26/2014	\$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	08/12/2013	09/26/2014	\$8000	Principal, Mrs. Price, Teachers
Total					\$29400	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Across the Curriculum Training	All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200	Principal, Guidance Counselor, Activity Teachers
Total					\$200	

IDEA

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staffing	Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0	Principal, DOSE, Special Needs Teachers
Total					\$0	

Title I Schoolwide

Comprehensive School Improvement Plan

Campbellsville Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Web-based Instruction	Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal
Classroom Size	This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000	Principal
Classroom Size	This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000	Principal
Math in Focus Workbook	Students will use the Math in Focus workbooks as their guided practice.	Direct Instruction	08/01/2012	09/26/2014	\$5200	Principal, Teachers
Support Materials for Common Core	Teacher will use the Teaching Core books to use in the classroom for students develop using higher order thinking to reach proficiency.	Direct Instruction	01/03/2013	01/05/2015	\$500	Principal, Teachers
Ready Common Core Lessons - Math	Each Lesson ends with common sore practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficient, review the lesson, and use reteaching support.	Direct Instruction	08/16/2013	06/02/2014	\$500	Textbook Coordinator, Teachers
Intervention/Enrichment Groups	Each adult will work with a group of students or individual students with areas where growth is needed or areas of strength.	Direct Instruction	08/06/2013	05/18/2015	\$8000	Principal, Select Certified and Classified Staff
Additional Math Resources	Add+Vantage Math materials and resources will be used in order for student to perform at a level of proficiency	Direct Instruction	01/03/2013	11/17/2014	\$10000	Teachers, Principal, MAT Teacher
Master schedule	Rtl/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500	Special Needs Teachers, Regular Education Teachers, Principal
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	11/15/2013	05/19/2014	\$300	Principal, Counselor, Teachers
Technology Display	Students will develop brochures, pamphlets, newsletters, or other types of writings to communicate ideas learned in the classrooms.	Technology	08/06/2013	09/26/2014	\$1000	Teacher, Program Review Team, Principal

Comprehensive School Improvement Plan

Campbellsville Elementary School

Volunteer Training	Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	11/28/2012	05/19/2014	\$1000	Principal, Media Specialist, FRYSC Staff, Classroom Teachers
Ready Common Core Lessons - Reading	Each session ends with Common Core Practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficiency, review the lesson, and use reteaching support.	Direct Instruction	08/06/2013	06/02/2014	\$500	Textbook Coordinator, Teachers
Total					\$418500	

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?**

Campbellsville Elementary School set a goal to be in the 70th percentile or higher on the 2013 K-Prep report. The school received an overall score 61.3 (a 5.2 point increase from the previous year). This gave the school a 64th percentile ranking. Even though we were a little short of the goal, the school feels with the changes being made our ranking will continue to move upward. The school identified the reasons for the increase being that 78% of the fourth grade students showed substantial growth. This means the students grew more than a typical year's academic growth. Also, the percent of novice decreased in all tested categories. The science and language mechanics scores continued to stay above those in math and reading. The 2013 K-Prep Assessment results indicate a high number of students scoring under the level of proficiency in both mathematics and reading (60.2% of students in reading and 65.1% of students in mathematics). The 2013 K-Prep data shows the school performed great in the area of language mechanics. The school had over 63% combined proficient and distinguished scores. This is over 10% higher than the state average. Also, students are performed the school found success in science with dropping the percent of students scoring novice from 7.2% to 5.3%. Also, nearly 60% of our students scored proficient or distinguished. The school has an achievement gap between the regular education students and those students receiving special education services. In reading, nearly 60% of special services students scored novice while only 13% scored proficient or distinguished. In comparison, the whole group had 31.7% novice and nearly 40% proficient or distinguished. The gap is nearly 30% of students at the novice level and over 25% at a level of proficiency. In mathematics, just over 40% of special services students scored novice while only 20% scored proficient or distinguished. In comparison, the whole group had 24% novice and nearly 35% proficient or distinguished. The gap is over 10% of students at the novice level and over 15% at a level of proficiency.

The data/information does not tell the performance level of students on specific areas of reading, math, or science. For example, we do not know the how are students score in reading as based on phonemic awareness, language, literature, foundations, or information.

Mathematics results did not include student performance on operations, base ten, fractions, measurement & data, or geometry. The same for science as it relates to physical, earth, life, or unifying concepts.

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?

The 2013 K-Prep results showed a strength for Campbellsville Elementary School in decreasing the percent of novice in all tested categories. Reading scores indicate a reduction in novice scores of nearly 5%. Mathematics and language mechanics decreased the percent of novice scores by over 5%. Novice science scores showed a decline of nearly 2%. We celebrate this success because the school had set a goal to decrease all area by 10%. Eventhough the scores did not decrease by 10%, the school is moving them in the right direction.

The 2013 K-Prep results showed a strength for Campbellsville Elementary School in the area of language mechanics. The school increased 61.9% the previous year to 63.8% combined proficient/distinguished. In order to sustain and increase this success. We celebrate this achievement because this percentage is 10.1% higher than the state's average of 53.7%.

The 2013 K-Prep results showed a strength for Campbellsville Elementary School in the area of science. The school only had 5.3% novice scores. The 3rd and 4th grade are departmentalized, so students in these grade levels have receive 50 minute science classes. The school celebrates this success because this is the only area with less than 10% novice.

Opportunities for Improvement

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

The areas of improvement as identified by the 2013 K-Prep are the high number of 3rd grade students scoring under the level of proficiency in both mathematics and reading.

30.4% of 3rd grade students scored novice in reading.

26.1% of 3rd grade students scored novice in mathematics.

30.4% of 3rd grade students scored apprentice in reading.

34.8% of 3rd grade students scored apprentice in mathematics.

Combined percentages show 60.8% in reading and 60.9% in mathematics of 3rd grade students scored under the proficiency level.

In conjunction with the high number of novice scores, the school had low percentages of students scoring proficient and distinguished.

39.1% combined proficient/distinguished for 3rd grade reading (of which only 14.1% was distinguished).

39.1% combined proficient/distinguished for 3rd grade mathematics (of which only 8.7% was distinguished).

For reading, Campbellsville Elementary School has several web-based reading resources which include Lexia, ReadingPlus, Reading Eggs(for k-2 students), Education City, and Study Island. The resources are available to students to scheduled time in the computer labs, plus classroom are equipped with multiple computers for student use. These resources also cover all aspects of reading (phonemic awareness, fluency, comprehension, word recognition, etc).

For mathematics, the school adopted the Math in Focus series (Singapore Math) to gain uniformity in the math instruction through grade levels. All teachers have received training on implementing this instruction in the classroom and its' available resources. The students also have web-based instruction with Dreambox, Education City, and Study Island. All students have access to computers in the lab setting and have computer availability in the classroom.

Students needing additional assistance become part of an intervention group, and these students are provided one-to one instruction with an intervention teacher outside of the core instruction they receive in the classroom.

Conclusion

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

Campbellsville Elementary School's next steps include monitoring classroom instruction to provide its' students with the best instructional practices. The teachers will provide students with best practice strategies to ensure the students use higher order thinking skills and achieve at high levels. The school will allow for the advancement of those students mastering grade level content. Specific individualized instruction will be provided for those students needing the additional assistance. A Response To Intervention/Enrichment block will be added to the master schedule to allow students to receive their individualize instruction.

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	The school added an RTI and/or enrichment block to the master schedule. During this time, students work on web-based instruction programs in reading and math. Some of the programs are Lexia, Reading Plus, Dreambox, etc. Enrichment opportunities are offered through some of these same programs. As these programs are self-paced, and the students progress through leveled categories. Also, students work on interventions strategies such as the Susan Barton Series, Great Leaps, etc.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Prior to the start of a new school year, teachers send welcoming letters to students on their rosters. In addition to the letters, the elementary has an open house night for registration and back to school information. Some teachers do home visits with their incoming classes. All events are sent to the local news media and posted on the school website.	

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	A RTI block was added to the master schedule to provide the time needed for students identified for Tier II and Tier III interventions. During this block, students are provided research-based instructional strategies and web-based instruction that is self-paced that allows for mastery of academic standards.	

Comprehensive School Improvement Plan

Campbellsville Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	The school has open communication with at least 4 universities/colleges. We have had multiple student teaching from the four institutions over the past several years. Campbellsville University has provided our school with six work study students, all from the college of education, to assist with math and reading instruction. Also, the school and university work together to plan a visit day for the College of Education students. Numerous students from these universities and colleges plan observation hours with teachers at all levels in our school.	

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.	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		

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		

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 will be serving students.	Yes	Each spring the staff completes a professional development needs survey. The results are compiled by the district's instructional supervisor and shared with the principal. Also, teachers complete a professional growth plan each year identify two areas for potential growth. The results of these two tools are used to develop the school's professional development plan, which is adopted by our SBDM Council.	

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Campbellsville Elementary is not a Targeted Assistance School.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	No	Campbellsville Elementary is not a Targeted Assistance School.	

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

Comprehensive School Improvement Plan

Campbellsville Elementary School

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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.	No	Campbellsville Elementary is not a Targeted Assistance School.	

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.	No	Campbellsville Elementary is not a Targeted Assistance School.	

Label	Assurance	Response	Comment	Attachment
Professional Development	The school planned or provided appropriate professional development activities for staff members who serve identified Title I students.	Yes	Profession development activities planned and provided for staff are in direct correlation with their self-identified needs.	

Comprehensive School Improvement Plan

Campbellsville Elementary School

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	The school's standing committees meet at least annually to address implementation of the comprehensive plan and student achievement results that inform changes when needed. However, the school's SBDM Council reviews the comprehensive plan at each monthly meeting for changes as needed through the school committee's decisions as documented in their meeting minutes.	

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)	Yes	The link to the school's CSIP is http://www.cville.kyschools.us/docs/CES%20CSIP.pdf .	

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	All teachers at our elementary are 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.	Yes		

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.	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		

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.	Yes	Para-educators work with students on programs, including but not limited to Susan Barton and Great Leaps. The para-educators relay the progress monitoring to the classroom teacher for reinforcement and revision to the current instruction.	

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	Yes		

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

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	Yes	Title I funding is used for class size reduction. Title I funds are used for an additional three and half certified positions to allow for more individualized instruction in the areas of math and reading.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	Yes	Campbellsville Elementary does not receive Title II funds.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

All students at Campbellsville Elementary School will be screened in reading and math using an effective and efficient universal screener.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of the universal screener 3 times per academic year in Mathematics by 04/30/2014 as measured by results of the universal screener.

Strategy1:

Universal Screener - District administrators have researched and identified an effective universal screener to administer to students. The district has selected NWEA-MAP to identify areas for improvement in instruction, teaching vocabulary, best-practice strategies, Rtl student identification, and academic performance level of all students.

Research Cited: Research regarding Rtl leveling recommends use of an efficient and effective universal screener, as to identify areas of improvement or classroom instruction problems. NWEA-MAP is a national norm-referenced assessment.

Activity - Teacher training on universal screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in the use and data reporting of the universal screener.	Professional Learning	08/06/2013	09/26/2014	\$5000 - General Fund	District Administration, Principals, Teachers, and Instructional Assistants

Goal 2:

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 of having 30% of parents/guardians to attend one school activity concerning their child's education or academic performance by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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

Comprehensive School Improvement Plan

Campbellsville Elementary School

at events.

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	Funding Amount & Source	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	01/01/2013	09/26/2014	\$1000 - Title I School Improvement (ISI)	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 2:

demonstrate a proficiency by having 70% of parents/guardians attend one or more school activity per semester by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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	Funding Amount & Source	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	09/24/2012	09/05/2014	\$3000 - Title I Part A	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 3:

demonstrate a proficiency of having 15% of parents/guardians to volunteer at a school activity during the school year by 05/19/2014 as measured by the number of attendees on sign-in sheets.

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Campbellsville Elementary School

Strategy1:

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.

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	Funding Amount & Source	Staff Responsible
Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	11/28/2012	05/19/2014	\$1000 - Title I Schoolwide \$200 - 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 05/19/2014 as measured by survey data results, increased number of volunteers, and number of parents on sign-in sheets at trainings..

Strategy1:

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

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

Activity - Parent Opinions	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	05/19/2014	\$300 - Title I Schoolwide	Principal, Counselor, Teachers

Goal 3:

Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 7.9% in 2012 to 4% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in Mathematics by 11/01/2017 as measured by the school report card.

Strategy1:

Assessing Students - Teachers will develop assessments similar to K-PREP with multiple choice and ER questions at the end of each unit in

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all content areas that will be modeled to proficiency.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Strategy2:

Assessing with CIITS - Teachers will develop mathematics assessments using CIITS to identify those students for proficiency.

Research Cited: Web-based assessments identified by Kentucky Department of Education

Activity - Math CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice mathematics questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Strategy3:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2013	09/26/2014	\$500 - Other	Teachers, Principal, SODE

Strategy4:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in English Language Arts by 11/01/2017 as measured by the school report card.

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Strategy1:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy2:

Assessing with CIITS - Teachers will develop reading/english language arts assessments using CIITS to identify those students for proficiency.

Research Cited: web-based assessments as identified by the Kentucky Department of Education

Activity - ELA CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice reading/english language arts questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Strategy3:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2012	09/26/2014	\$500 - Other	Principal, DOSE, Teachers

Strategy4:

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.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Goal 4:

Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 49.2% in Mathematics by 05/15/2014 as measured by 2014 K-PREP Assessment.

Strategy1:

Literacy/Rtl-Enricment Initative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy2:

Literacy/Rtl-Enricment Initative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy3:

Literacy/Rtl-Enricment Initative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 49.2% in English Language Arts by 05/15/2014 as measured by 2014 K-PREP assessment.

Strategy1:

Literacy/Rtl-Enricment Initative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

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Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy2:

Literacy/Rtl-Enricment Initative 4 - We will provide students with books on their individual reading levels.

Research Cited:

Activity - Leveled reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500 - Title I Part A	Teacher, Librarian

Strategy3:

Literacy/Rtl-Enricment Initative 5 - We will identify what types of questions students are answering.

Research Cited:

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0 - No Funding Required	Teacher

Strategy4:

Literacy/Rtl-Enricment Initative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy5:

Literacy/Rtl-Enricment Initative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

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Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Goal 5:

Third grade students with disabilities will show a 35% decrease of novice scores in reading.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Strategy2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

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Measurable Objective 2:

20% of All Students will complete a portfolio or performance of scoring novice in Reading by 09/26/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Strategy2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Goal 6:

Campbellsville Elementary School students will develop and utilize technological skills to communicate information.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency showing the development and use of technological skills to communicate information in Writing by 05/30/2014 as measured by classroom assessments, writing program review evidence, and a communication folder.

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Strategy1:

Writing with Technology - Teachers will incorporate student use of technology within their writing instruction.

Research Cited: Kentucky Department of Education Program Review for Writing

Activity - Implement technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology with research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review evidence	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Display of Communication - Students will be given the opportunity to share communication displays and ideas using the various means of technological tools. All students should have some type of access in the classrooms to all Microsoft applications and web-based instruction

Research Cited:

Activity - Student Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use email to share information between themselves and other students or teachers.	Technology	08/12/2013	09/26/2014	\$0 - No Funding Required	Teachers, Media Specialist, Principal

Activity - Technology Display	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop brochures, pamphlets, newsletters, or other types of writings to communicate ideas learned in the classrooms.	Technology	08/06/2013	09/26/2014	\$1000 - Title I Schoolwide	Teacher, Program Review Team, Principal

Goal 7:

All staff at CES will participate in the same behavioral structure and reinforce the rules in the structure.

Measurable Objective 1:

collaborate to develop a school wide discipline system and code of conduct for students that all staff will implement and monitor by 05/19/2014 as measured by a decrease in the number of discipline referrals.

Strategy1:

Reward Tickets - Students will be given a certain number of reward tickets at the beginning of the week. The teachers or other staff will take a reward ticket when a student is exhibiting unwanted behaviors. Parent contacts will be made to those students who continuously loss their reward tickets. Prizes will be distributed weekly to those keeping an approved number of reward tickets.

Research Cited: Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or

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suspension) and can lead to both systemic as well as individualized change.

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides the students with an incentive to maintain appropriate behaviors in the classroom and common areas in the school.	Behavioral Support Program	08/19/2013	05/18/2015	\$2800 - General Fund	Teachers and Principal

Goal 8:

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 10/01/2014 as measured by weekly assessments of performance using newly developed rubrics for Arts & Humanities/Practical Living areas as well as written and performance assessments..

Strategy1:

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

Research Cited: Program Review Reporting Document

Activity - Fab 4 Journal	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	09/26/2014	\$0 - No Funding Required	Principal, Program Review Team, Activity Teachers

Goal 9:

All students at CES will experience varied assessments in both formative and summative to demonstrate proficiency in Arts & humanities/Practical Living.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Arts & Humanities/Practical Living through a variety of assessments. in Art & Humanities by 10/01/2014 as measured by student performance on varies assessments and evaluations..

Strategy1:

Assess to Learn (A2L) - Students will complete varied assessments to show understand/proficiency in Arts & Humanities/Practical Living.

Research Cited: Program Review Reporting Document

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Activity - Implement Varies Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete written and performance-based assessments, self assessments, peer reviews, and arts critiques.	Other	01/02/2014	01/05/2015	\$0 - No Funding Required	Program Review Team, Principal

Narrative:

Data sources used for the schoolwide program include the 2013 TELL survey, 2012-13 K-PREP Results, MAP assessment data, Brigance screening, Title I Needs Assessment Survey, a technology survey, and a parent involvement survey.

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

All students at Campbellsville Elementary School will be screened in reading and math using an effective and efficient universal screener.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of the universal screener 3 times per academic year in Mathematics by 04/30/2014 as measured by results of the universal screener.

Strategy1:

Universal Screener - District administrators have researched and identified an effective universal screener to administer to students. The district has selected NWEA-MAP to identify areas for improvement in instruction, teaching vocabulary, best-practice strategies, Rtl student identification, and academic performance level of all students.

Research Cited: Research regarding Rtl leveling recommends use of an efficient and effective universal screener, as to identify areas of improvement or classroom instruction problems. NWEA-MAP is a national norm-referenced assessment.

Activity - Teacher training on universal screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in the use and data reporting of the universal screener.	Professional Learning	08/06/2013	09/26/2014	\$5000 - General Fund	District Administration, Principals, Teachers, and Instructional Assistants

Goal 2:

Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 7.9% in 2012 to 4% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in Mathematics by 11/01/2017 as measured by the school report card.

Strategy1:

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

Research Cited:

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Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2013	09/26/2014	\$500 - Other	Teachers, Principal, SODE

Strategy2:

Assessing with CIITS - Teachers will develop mathematics assessments using CIITS to identify those students for proficiency.

Research Cited: Web-based assessments identified by Kentucky Department of Education

Activity - Math CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice mathematics questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Strategy3:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy4:

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.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in English Language Arts by 11/01/2017 as measured by the school report card.

Strategy1:

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.

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Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Strategy2:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy3:

Assessing with CIITS - Teachers will develop reading/english language arts assessments using CIITS to identify those students for proficiency.

Research Cited: web-based assessments as identified by the Kentucky Department of Education

Activity - ELA CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice reading/english language arts questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Strategy4:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2012	09/26/2014	\$500 - Other	Principal, DOSE, Teachers

Goal 3:

Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in Mathematics by 11/01/2017 as measured by the K-prep assessment results and school report card.

Strategy1:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy2:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	10/01/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy3:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Goal 4:

Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in English Language Arts by 11/01/2017 as measured by school report card.

Strategy1:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy2:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy3:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Goal 5:

Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.

Measurable Objective 1:

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100% of All Students will demonstrate a proficiency of 49.2% in English Language Arts by 05/15/2014 as measured by 2014 K-PREP assessment.

Strategy1:

Literacy/Rtl-Enricment Initiative 5 - We will identify what types of questions students are answering.

Research Cited:

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0 - No Funding Required	Teacher

Strategy2:

Literacy/Rtl-Enricment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy3:

Literacy/Rtl-Enricment Initiative 4 - We will provide students with books on their individual reading levels.

Research Cited:

Activity - Leveled reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500 - Title I Part A	Teacher, Librarian

Strategy4:

Literacy/Rtl-Enricment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy5:

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Literacy/Rtl-Enricment Iniative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 49.2% in Mathematics by 05/15/2014 as measured by 2014 K-PREP Assessment.

Strategy1:

Literacy/Rtl-Enricment Iniative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Strategy2:

Literacy/Rtl-Enricment Iniative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy3:

Literacy/Rtl-Enricment Iniative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

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Goal 6:

Third grade students with disabilities will show a 35% decrease of novice scores in reading.

Measurable Objective 1:

20% of All Students will complete a portfolio or performance of scoring novice in Reading by 09/26/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Strategy2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Measurable Objective 2:

55% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by 2013-2014 KPREP assessment.

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Strategy1:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Strategy2:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Goal 7:

Campbellsville Elementary School students will develop and utilize technological skills to communicate information.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency showing the development and use of technological skills to communicate information in Writing by 05/30/2014 as measured by classroom assessments, writing program review evidence, and a communication folder.

Strategy1:

Writing with Technology - Teachers will incorporate student use of technology within their writing instruction.

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Research Cited: Kentucky Department of Education Program Review for Writing

Activity - Implement technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology with research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review evidence	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Display of Communication - Students will be given the opportunity to share communication displays and ideas using the various means of technological tools. All students should have some type of access in the classrooms to all Microsoft applications and web-based instruction

Research Cited:

Activity - Student Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use email to share information between themselves and other students or teachers.	Technology	08/12/2013	09/26/2014	\$0 - No Funding Required	Teachers, Media Specialist, Principal

Activity - Technology Display	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop brochures, pamphlets, newsletters, or other types of writings to communicate ideas learned in the classrooms.	Technology	08/06/2013	09/26/2014	\$1000 - Title I Schoolwide	Teacher, Program Review Team, Principal

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:
The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.

Measurable Objective 1:
complete a portfolio or performance of being provided job-embedded professional opportunities in arts and practical living/career studies education for use across the curriculum by 11/17/2014 as measured by monitoring lesson plans, instructional guides, and the Program Review Reporting Document..

Strategy1:
Teacher Work Times - A portion of "Teacher Work Days" and "Early Release Fridays" will be used to provide professional development for the school staff in the arts and practical living/career studies across the curriculum.
Research Cited:

Activity - Across the Curriculum Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200 - State Funds	Principal, Guidance Counselor, Activity Teachers

Strategy2:
Arts Classes to Regular Education Classes - Information for arts and practical living/career studies education instruction across the curriculum will be provided to all staff during the school year.
Research Cited:

Activity - Monthly Across the Curriculum Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, etc.	Professional Learning	08/01/2013	11/17/2014	\$0 - No Funding Required	Arts Teachers

Measurable Objective 2:
complete a portfolio or performance of including the arts and practical living/career studies in a variety of ways across the curriculum in the regular classroom by 11/17/2014 as measured by monitoring of lesson plans and instructional guides..

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Strategy1:

Staff Assistance - School staff will assist in the students arts productions and practical living/career studies events throughout the school year

Research Cited:

Activity - Helping with Events and Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will participate in helping put together events and productions involving the arts and practical living/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0 - Other	Principal, Guidance Counselor, All Teachers

Strategy2:

Program Review - School staff will provide evidence to Program Review staff of the inclusion of the arts and practical living/career studies education across the curriculum.

Research Cited:

Activity - Program Review Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0 - No Funding Required	Principal, All Teachers

Narrative:

Every teacher at Campbellsville Elementary is highly qualified. Every para-educators has completed at least 64 post graduate hours or passed the para-educator exam. In fact, three of the six instructional assistants have there teaching certification.

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:
The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.

Measurable Objective 1:
complete a portfolio or performance of including the arts and practical living/career studies in a variety of ways across the curriculum in the regular classroom by 11/17/2014 as measured by monitoring of lesson plans and instructional guides..

Strategy1:
Staff Assistance - School staff will assist in the students arts productions and practical living/career studies events throughout the school year
Research Cited:

Activity - Helping with Events and Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will participate in helping put together events and productions involving the arts and practical living/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0 - Other	Principal, Guidance Counselor, All Teachers

Strategy2:
Program Review - School staff will provide evidence to Program Review staff of the inclusion of the arts and practical living/career studies education across the curriculum.

Research Cited:

Activity - Program Review Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0 - No Funding Required	Principal, All Teachers

Measurable Objective 2:
complete a portfolio or performance of being provided job-embedded professional opportunities in arts and practical living/career studies education for use across the curriculum by 11/17/2014 as measured by monitoring lesson plans, instructional guides, and the Program Review Reporting Document..

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Strategy1:

Arts Classes to Regular Education Classes - Information for arts and practical living/career studies education instruction across the curriculum will be provided to all staff during the school year.

Research Cited:

Activity - Monthly Across the Curriculum Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, ets.	Professional Learning	08/01/2013	11/17/2014	\$0 - No Funding Required	Arts Teachers

Strategy2:

Teacher Work Times - A portion of "Teacher Work Days" and "Early Release Fridays" will be used to provide professional development for the school staff in the arts and practical living/career studies across the curriculum.

Research Cited:

Activity - Across the Curriculum Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200 - State Funds	Principal, Guidance Counselor, Activity Teachers

Goal 2:

CES Administrators will complete the training on the new teacher evaluation system.

Measurable Objective 1:

complete a portfolio or performance by administrators completing the certification process for PGES, the teacher evaluation system by 05/19/2014 as measured by PGES certification..

Strategy1:

Teacherscape - Administrators will complete the online trainings by watching video on the PGES system for evaluation. Administrators will complete all required reading for certification. Administrators will complete the assessment for certification.

Research Cited:

Activity - PGES Certification	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators will complete all required reading for certification. Administrators will complete the assessment for certification.	Professional Learning	11/11/2013	05/19/2014	\$0 - District Funding	Principal, Central Office Personnel

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.

Measurable Objective 1:

complete a portfolio or performance of including the arts and practical living/career studies in a variety of ways across the curriculum in the regular classroom by 11/17/2014 as measured by monitoring of lesson plans and instructional guides..

Strategy1:

Program Review - School staff will provide evidence to Program Review staff of the inclusion of the arts and practical living/career studies education across the curriculum.

Research Cited:

Activity - Program Review Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0 - No Funding Required	Principal, All Teachers

Strategy2:

Staff Assistance - School staff will assist in the students arts productions and practical living/career studies events throughout the school year

Research Cited:

Activity - Helping with Events and Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will participate in helping put together events and productions involving the arts and practical living/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0 - Other	Principal, Guidance Counselor, All Teachers

Measurable Objective 2:

complete a portfolio or performance of being provided job-embedded professional opportunities in arts and practical living/career studies education for use across the curriculum by 11/17/2014 as measured by monitoring lesson plans, instructional guides, and the Program Review Reporting Document..

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Strategy1:

Arts Classes to Regular Education Classes - Information for arts and practical living/career studies education instruction across the curriculum will be provided to all staff during the school year.

Research Cited:

Activity - Monthly Across the Curriculum Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, ets.	Professional Learning	08/01/2013	11/17/2014	\$0 - No Funding Required	Arts Teachers

Strategy2:

Teacher Work Times - A portion of "Teacher Work Days" and "Early Release Fridays" will be used to provide professional development for the school staff in the arts and practical living/career studies across the curriculum.

Research Cited:

Activity - Across the Curriculum Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200 - State Funds	Principal, Guidance Counselor, Activity Teachers

Component 6: Parent Involvement

Parent Involvement

Goal 1:

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 activity per semester by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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	Funding Amount & Source	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	09/24/2012	09/05/2014	\$3000 - Title I Part A	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 2:

demonstrate a proficiency of having 15% of parents/guardians to volunteer at a school activity during the school year by 05/19/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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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.

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	Funding Amount & Source	Staff Responsible
Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	11/28/2012	05/19/2014	\$200 - FRYSC \$1000 - Title I Schoolwide	Principal, Media Specialist, FRYSC Staff, Classroom Teachers

Measurable Objective 3:

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 05/19/2014 as measured by survey data results, increased number of volunteers, and number of parents on sign-in sheets at trainings..

Strategy1:

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

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

Activity - Parent Opinions	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	05/19/2014	\$300 - Title I Schoolwide	Principal, Counselor, Teachers

Measurable Objective 4:

demonstrate a proficiency of having 30% of parents/guardians to attend one school activity concerning their child's education or academic performance by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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

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Activity - Academics for the Family	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2013	09/26/2014	\$1000 - Title I School Improvement (ISI)	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

All kindergarten students will complete the Brigance screening to determine 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 05/19/2014 as measured by completion of the Brigance screening..

Strategy1:

Getting to know the Students - Each kindergarten teacher will complete their own Brigance screenings.

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	08/06/2013	05/19/2014	\$0 - District Funding	Kindergarten Teachers

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

All students at Campbellsville Elementary School will receive researched based math instruction.

Measurable Objective 1:

75% of All Students will demonstrate a proficiency of 80% on all assessments in Mathematics by 09/26/2014 as measured by the remaining MAP assessments, as well as the 2013-2014 K-PREP assessment.

Strategy1:

Reduction in Novice - Intervention strategies along with best practices strategies in the classrooms will allow students to reduced the percentage of students scoring novice to less than 20%.

Research Cited:

Activity - Added InterventionTime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will include a block of uninterrupted time to allow staff to work with students in small group or individually to increase the number of student mastering all standards.	Direct Instruction	08/06/2013	09/26/2014	\$0 - No Funding Required	All certified and classified personnel

Strategy2:

Staff Assignments - Every certified teacher, counselor, media specialist, and interventionists will be assigned a teacher or group of students to provide assistance in moving students to proficiency.

Research Cited:

Activity - Intervention/Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each adult will work with a group of students or individual students with areas where growth is needed or areas of strength.	Direct Instruction	08/06/2013	05/18/2015	\$8000 - Title I Schoolwide	Principal, Select Certified and Classified Staff

Measurable Objective 2:

80% of All Students will demonstrate a proficiency in grade appropriate math skills according to common core standards in Mathematics by 05/19/2014 as measured by MAP results, Math in Focus assessments, formative and summative classroom assessments..

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Strategy1:

Add+Vantage Math - Review and consideration of purchase for the most current Add+Vantage Math materials and other resources.

Research Cited:

Activity - Additional Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add+Vantage Math materials and resources will be used in order for student to perform at a level of proficiency	Direct Instruction	01/03/2013	11/17/2014	\$10000 - Title I Schoolwide	Teachers, Principal, MAT Teacher

Strategy2:

Common Core - Teachers will follow grade level common core in their classroom that supports differentiated approaches based on students' goals, skills, and learning preferences. Every classroom will have instructional practices that will consist of rigorous and relevant, student-centered activities.

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

Activity - Support Materials for Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Teaching Core books to use in the classroom for students develop using higher order thinking to reach proficiency.	Direct Instruction	01/03/2013	01/05/2015	\$500 - Title I Schoolwide	Principal, Teachers

Strategy3:

Math in Focus - Teachers will use the lessons provided in the Math in Focus series to achieve proficiency.

Research Cited: Singapore Mathematics Framework (Math in Focus Teacher Edition page T8)

Activity - Implementation for Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will attend Math in Focus workshops. These teachers will train other K-3 grade teachers in the Math in Focus Series using Singapore Math Strategies.	Professional Learning	09/24/2012	05/16/2014	\$2500 - Title I School Improvement (ISI)	Principal, Train-the-Trainer teachers, Instructional Supervisor

Strategy4:

Math in Focus Curriculum - Teachers will use the Math in Focus series in order to have a comprehensive math curriculum through all classes both vertically and horizontally.

Research Cited: Math in Focus scope and sequence

Activity - Math in Focus Workbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Math in Focus workbooks as their guided practice.	Direct Instruction	08/01/2012	09/26/2014	\$5200 - Title I Schoolwide	Principal, Teachers

Goal 2:

All students at Campbellsville Elementary School will become grade appropriate proficient writers.

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Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade appropriate writing skills according to common core standards in Writing by 09/26/2014 as measured by rubric identified writing samples..

Strategy1:

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.

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

Activity - Writers Process	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/06/2013	05/30/2014	\$1500 - Title I School Improvement (ISI)	Teachers, Principal

Goal 3:

All faculty at Campbellsville Elementary School will develop and implement a monitored school conduct policy with rules/expectations and similar consequences for different infractions.

Measurable Objective 1:

collaborate to develop an acceptable/expected behavior in all common areas (hallways, restrooms, assemblies, cafeteria) by 10/31/2013 as measured by the identified improved behaviors in these areas as well as a decrease in the number of discipline referrals issued to students .

Strategy1:

Incentive Based Discipline - Teachers will use incentive based discipline strategies based upon the National Association of School Psychologist (NASP). Students will receive reward tickets for demonstration of good behavior. Students will receive rewards every Monday morning or morning announcements in exchange for the number of reward tickets they have accumulated.

Research Cited: National Association of School Psychologists.

http://www.naspcenter.org/factsheets/effdiscip_fs.html

Positive discipline strategies are research-based procedures that focus on increasing desirable behaviors instead of simply decreasing undesirable behaviors through punishment. They emphasize the importance of making positive changes in the child's environment in order to improve the child's behavior. Such changes may entail the use of positive reinforcement, modeling, supportive teacher-student relations, family support and assistance from a variety of educational and mental health specialists.

Research has proven that positive discipline strategies benefit all students because:

Opportunities to forge relationships with caring adults, coupled with engaging curriculum, prevent discipline problems.

Discipline that is fair, corrective and includes therapeutic group relationship-building activities with students reduces the likelihood of further problems.

Strategies that effectively maintain appropriate social behavior make schools safer. Safer schools are more effective learning environments.

Positive solutions address student needs, environmental conditions, teacher interactions and matching students with curriculum.

Reducing student alienation through 'schools-within-a-school' and other peer relationship can dramatically reduce acting out in schools,

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especially in large settings

When students are given an appropriate education in a conducive environment, they improve behavior and performance

Appropriately implemented, proactive behavior support systems can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills and problem behavior in individuals with disabilities or at risk for negative adult outcomes.

Activity - Classroom Management Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will have classroom management/incentive based rewards training during a teacher work day to review school wide classroom management policy and procedures.	Behavioral Support Program	08/01/2013	10/31/2013	\$300 - General Fund	Principal, teachers, and instructional assistants

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 practical living/career studies in Practical Living by 09/26/2014 as measured by classroom attendance records.

Strategy1:

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.

Research Cited:

Activity - Job Shadowing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to job shadow with a professional from local area companies, businesses, or organizations.	Community Engagement	02/04/2013	09/26/2014	\$0 - No Funding Required	Principal, Teachers, Parents, Community

Strategy2:

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.

Research Cited:

Activity - Practical Living Day	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/03/2013	09/26/2014	\$600 - Other	Principal, Guidance Counselor, FRYSC

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Measurable Objective 2:

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 11/17/2014 as measured by classroom attendance records and the master schedule..

Strategy1:

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

Research Cited:

Activity - Yearly Activity Schedule Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Other	01/03/2013	09/26/2014	\$300 - Other	Principal, Guidance Counselor, Activity Teachers

Activity - Getting the Word Out	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/03/2013	11/17/2014	\$0 - No Funding Required	Principal, Arts Teachers, Media Specialist

Measurable Objective 3:

100% of All Students will complete a portfolio or performance 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 09/26/2014 as measured by lesson plans and classroom assessment results..

Strategy1:

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.

Research Cited:

Activity - Performance-Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in performances and arts exhibits to assess skills obtained through arts instruction.	Direct Instruction	08/06/2013	09/26/2014	\$1000 - Other	Principal, Arts Teachers

Activity - Real Life Arts in the School	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/06/2013	09/26/2014	\$1500 - Other	Arts Teachers

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Activity - Arts Assessment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all arts teachers in appropriate assessment strategies for the arts in the elementary school	Professional Learning	08/06/2013	09/26/2014	\$1000 - Other	Principal, Arts Teachers

Goal 5:
The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.

Measurable Objective 1:
complete a portfolio or performance of being provided job-embedded professional opportunities in arts and practical living/career studies education for use across the curriculum by 11/17/2014 as measured by monitoring lesson plans, instructional guides, and the Program Review Reporting Document..

Strategy1:
Arts Classes to Regular Education Classes - Information for arts and practical living/career studies education instruction across the curriculum will be provided to all staff during the school year.
Research Cited:

Activity - Monthly Across the Curriculum Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, ets.	Professional Learning	08/01/2013	11/17/2014	\$0 - No Funding Required	Arts Teachers

Strategy2:
Teacher Work Times - A portion of "Teacher Work Days" and "Early Release Fridays" will be used to provide professional development for the school staff in the arts and practical living/career studies across the curriculum.
Research Cited:

Activity - Across the Curriculum Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200 - State Funds	Principal, Guidance Counselor, Activity Teachers

Measurable Objective 2:
complete a portfolio or performance of including the arts and practical living/career studies in a variety of ways across the curriculum in the regular classroom by 11/17/2014 as measured by monitoring of lesson plans and instructional guides..

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Strategy1:

Staff Assistance - School staff will assist in the students arts productions and practical living/career studies events throughout the school year

Research Cited:

Activity - Helping with Events and Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will participate in helping put together events and productions involving the arts and practical living/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0 - Other	Principal, Guidance Counselor, All Teachers

Strategy2:

Program Review - School staff will provide evidence to Program Review staff of the inclusion of the arts and practical living/career studies education across the curriculum.

Research Cited:

Activity - Program Review Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0 - No Funding Required	Principal, All Teachers

Goal 6:

Campbellsville Elementary School students will develop and utilize technological skills to communicate information.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency showing the development and use of technological skills to communicate information in Writing by 05/30/2014 as measured by classroom assessments, writing program review evidence, and a communication folder.

Strategy1:

Display of Communication - Students will be given the opportunity to share communication displays and ideas using the various means of technological tools. All students should have some type of access in the classrooms to all Microsoft applications and web-based instruction

Research Cited:

Activity - Student Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use email to share information between themselves and other students or teachers.	Technology	08/12/2013	09/26/2014	\$0 - No Funding Required	Teachers, Media Specialist, Principal

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Activity - Technology Display	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop brochures, pamphlets, newsletters, or other types of writings to communicate ideas learned in the classrooms.	Technology	08/06/2013	09/26/2014	\$1000 - Title I Schoolwide	Teacher, Program Review Team, Principal

Strategy2:

Writing with Technology - Teachers will incorporate student use of technology within their writing instruction.

Research Cited: Kentucky Department of Education Program Review for Writing

Activity - Implement technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology with research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review evidence	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Teachers, Principal

Goal 7:

All staff at CES will participate in the same behavioral structure and reinforce the rules in the structure.

Measurable Objective 1:

collaborate to develop a school wide discipline system and code of conduct for students that all staff will implement and monitor by 05/19/2014 as measured by a decrease in the number of discipline referrals.

Strategy1:

Reward Tickets - Students will be given a certain number of reward tickets at the beginning of the week. The teachers or other staff will take a reward ticket when a student is exhibiting unwanted behaviors. Parent contacts will be made to those students who continuously loss their reward tickets. Prizes will be distributed weekly to those keeping an approved number of reward tickets.

Research Cited: Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.

Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides the students with an incentive to maintain appropriate behaviors in the classroom and common areas in the school.	Behavioral Support Program	08/19/2013	05/18/2015	\$2800 - General Fund	Teachers and Principal

Goal 8:

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 &

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Humanities by 10/01/2014 as measured by weekly assessments of performance using newly developed rubrics for Arts & Humanities/Practical Living areas as well as written and performance assessments..

Strategy1:

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

Research Cited: Program Review Reporting Document

Activity - Fab 4 Journal	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	09/26/2014	\$0 - No Funding Required	Principal, Program Review Team, Activity Teachers

Goal 9:

All students at CES will experience varied assessments in both formative and summative to demonstrate proficiency in Arts & humanities/Practical Living.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Arts & Humanities/Practical Living through a variety of assessments. in Art & Humanities by 10/01/2014 as measured by student performance on varies assessments and evaluations..

Strategy1:

Assess to Learn (A2L) - Students will complete varied assessments to show understand/proficiency in Arts & Humanities/Practical Living.

Research Cited: Program Review Reporting Document

Activity - Implement Varies Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete written and performance-based assessments, self assessments, peer reviews, and arts critiques.	Other	01/02/2014	01/05/2015	\$0 - No Funding Required	Program Review Team, Principal

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

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 09/26/2014 as measured by rubric identified writing samples..

Strategy1:

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.

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

Activity - Writers Process	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/06/2013	05/30/2014	\$1500 - Title I School Improvement (ISI)	Teachers, Principal

Goal 2:

All students at Campbellsville Elementary School will be screened in reading and math using an effective and efficient universal screener.

Measurable Objective 1:

100% of All Students will complete a portfolio or performance of the universal screener 3 times per academic year in Mathematics by 04/30/2014 as measured by results of the universal screener.

Strategy1:

Universal Screener - District administrators have researched and identified an effective universal screener to administer to students. The district has selected NWEA-MAP to identify areas for improvement in instruction, teaching vocabulary, best-practice strategies, RtI student identification, and academic performance level of all students.

Research Cited: Research regarding RtI leveling recommends use of an efficient and effective universal screener, as to identify areas of improvement or classroom instruction problems. NWEA-MAP is a national norm-referenced assessment.

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Activity - Teacher training on universal screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in the use and data reporting of the universal screener.	Professional Learning	08/06/2013	09/26/2014	\$5000 - General Fund	District Administration, Principals, Teachers, and Instructional Assistants

Goal 3:

Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 7.9% in 2012 to 4% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in English Language Arts by 11/01/2017 as measured by the school report card.

Strategy1:

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.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Strategy2:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2012	09/26/2014	\$500 - Other	Principal, DOSE, Teachers

Strategy3:

Assessing with CIITS - Teachers will develop reading/english language arts assessments using CIITS to identify those students for proficiency.

Research Cited: web-based assessments as identified by the Kentucky Department of Education

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Activity - ELA CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice reading/english language arts questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Strategy4:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Measurable Objective 2:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in Mathematics by 11/01/2017 as measured by the school report card.

Strategy1:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2013	09/26/2014	\$500 - Other	Teachers, Principal, SODE

Strategy2:

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.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Strategy3:

Assessing with CIITS - Teachers will develop mathematics assessments using CIITS to identify those students for proficiency.

Research Cited: Web-based assessments identified by Kentucky Department of Education

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Activity - Math CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice mathematics questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Strategy4:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Goal 4:

Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in Mathematics by 11/01/2017 as measured by the K-prep assessment results and school report card.

Strategy1:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Strategy2:

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.

Research Cited:

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Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy3:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	10/01/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Goal 5:

Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in English Language Arts by 11/01/2017 as measured by school report card.

Strategy1:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy2:

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

Research Cited:

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Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Strategy3:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Goal 6:

Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 49.2% in Mathematics by 05/15/2014 as measured by 2014 K-PREP Assessment.

Strategy1:

Literacy/Rtl-Enrichment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy2:

Literacy/Rtl-Enrichment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enrichment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

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Strategy3:

Literacy/Rtl-Enricment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 49.2% in English Language Arts by 05/15/2014 as measured by 2014 K-PREP assessment.

Strategy1:

Literacy/Rtl-Enricment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy2:

Literacy/Rtl-Enricment Initiative 5 - We will identify what types of questions students are answering.

Research Cited:

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0 - No Funding Required	Teacher

Strategy3:

Literacy/Rtl-Enricment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

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Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy4:

Literacy/Rtl-Enricment Initiative 4 - We will provide students with books on their individual reading levels.

Research Cited:

Activity - Leveled reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500 - Title I Part A	Teacher, Librarian

Strategy5:

Literacy/Rtl-Enricment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Goal 7:

Third grade students with disabilities will show a 35% decrease of novice scores in reading.

Measurable Objective 1:

20% of All Students will complete a portfolio or performance of scoring novice in Reading by 09/26/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

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Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Strategy2:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Measurable Objective 2:

55% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

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Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Strategy2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Goal 8:

Third grade students will increase the number of proficient and distinguished scores in reading.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by KPREP assessment.

Strategy1:

Ready Common Core - Reading - Teachers will implement the Ready Common Core Instruction book to teach and access all the tested CCSS in the Reading/Language Arts strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach the classroom the common core state standards for English Language Arts.

Activity - Ready Common Core Lessons - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each session ends with Common Core Practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficiency, review the lesson, and use reteaching support.	Direct Instruction	08/06/2013	06/02/2014	\$500 - Title I Schoolwide	Textbook Coordinator, Teachers

Goal 9:

Third grade students will increase the number of proficient and distinguished scores in mathematics.

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Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy1:

Ready Common Core - Math - Teachers will implement the Ready Common Core instruction book to teach and access all the tested CCSS in the math strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach your classroom the common core state standards for math.

Activity - Ready Common Core Lessons - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Lesson ends with common core practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficient, review the lesson, and use reteaching support.	Direct Instruction	08/16/2013	06/02/2014	\$500 - Title I Schoolwide	Textbook Coordinator, Teachers

Goal 10:

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 10/01/2014 as measured by weekly assessments of performance using newly developed rubrics for Arts & Humanities/Practical Living areas as well as written and performance assessments..

Strategy1:

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

Research Cited: Program Review Reporting Document

Activity - Fab 4 Journal	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	09/26/2014	\$0 - No Funding Required	Principal, Program Review Team, Activity Teachers

Goal 11:

All students at CES will experience varied assessments in both formative and summative to demonstrate proficiency in Arts & humanities/Practical Living.

Measurable Objective 1:

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80% of All Students will demonstrate a proficiency in Arts & Humanities/Practical Living through a variety of assessments. in Art & Humanities by 10/01/2014 as measured by student performance on varies assessments and evaluations..

Strategy1:

Assess to Learn (A2L) - Students will complete varied assessments to show understand/proficiency in Arts & Humanities/Practical Living.

Research Cited: Program Review Reporting Document

Activity - Implement Varies Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete written and performance-based assessments, self assessments, peer reviews, and arts critiques.	Other	01/02/2014	01/05/2015	\$0 - No Funding Required	Program Review Team, Principal

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

All students at Campbellsville Elementary School will receive researched based math instruction.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in grade appropriate math skills according to common core standards in Mathematics by 05/19/2014 as measured by MAP results, Math in Focus assessments, formative and summative classroom assessments..

Strategy1:

Math in Focus Curriculum - Teachers will use the Math in Focus series in order to have a comprehensive math curriculum through all classes both vertically and horizontally.

Research Cited: Math in Focus scope and sequence

Activity - Math in Focus Workbook	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use the Math in Focus workbooks as their guided practice.	Direct Instruction	08/01/2012	09/26/2014	\$5200 - Title I Schoolwide	Principal, Teachers

Strategy2:

Math in Focus - Teachers will use the lessons provided in the Math in Focus series to achieve proficiency.

Research Cited: Singapore Mathematics Framework (Math in Focus Teacher Edition page T8)

Activity - Implementation for Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select teachers will attend Math in Focus workshops. These teachers will train other K-3 grade teachers in the Math in Focus Series using Singapore Math Strategies.	Professional Learning	09/24/2012	05/16/2014	\$2500 - Title I School Improvement (ISI)	Principal, Train-the-Trainer teachers, Instructional Supervisor

Strategy3:

Add+Vantage Math - Review and consideration of purchase for the most current Add+Vantage Math materials and other resources.

Research Cited:

Activity - Additional Math Resources	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Add+Vantage Math materials and resources will be used in order for student to perform at a level of proficiency	Direct Instruction	01/03/2013	11/17/2014	\$10000 - Title I Schoolwide	Teachers, Principal, MAT Teacher

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Strategy4:

Common Core - Teachers will follow grade level common core in their classroom that supports differentiated approaches based on students' goals, skills, and learning preferences. Every classroom will have instructional practices that will consist of rigorous and relevant, student-centered activities.

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

Activity - Support Materials for Common Core	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will use the Teaching Core books to use in the classroom for students develop using higher order thinking to reach proficiency.	Direct Instruction	01/03/2013	01/05/2015	\$500 - Title I Schoolwide	Principal, Teachers

Measurable Objective 2:

75% of All Students will demonstrate a proficiency of 80% on all assessments in Mathematics by 09/26/2014 as measured by the remaining MAP assessments, as well as the 2013-2014 K-PREP assessment.

Strategy1:

Staff Assignments - Every certified teacher, counselor, media specialist, and interventionists will be assigned a teacher or group of students to provide assistance in moving students to proficiency.

Research Cited:

Activity - Intervention/Enrichment Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each adult will work with a group of students or individual students with areas where growth is needed or areas of strength.	Direct Instruction	08/06/2013	05/18/2015	\$8000 - Title I Schoolwide	Principal, Select Certified and Classified Staff

Strategy2:

Reduction in Novice - Intervention strategies along with best practices strategies in the classrooms will allow students to reduced the percentage of students scoring novice to less than 20%.

Research Cited:

Activity - Added InterventionTime	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The master schedule will include a block of uninterrupted time to allow staff to work with students in small group or individually to increase the number of student mastering all standards.	Direct Instruction	08/06/2013	09/26/2014	\$0 - No Funding Required	All certified and classified personnel

Goal 2:

All students at Campbellsville Elementary School will be screened in reading and math using an effective and efficient universal screener.

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Measurable Objective 1:

100% of All Students will complete a portfolio or performance of the universal screener 3 times per academic year in Mathematics by 04/30/2014 as measured by results of the universal screener.

Strategy1:

Universal Screener - District administrators have researched and identified an effective universal screener to administer to students. The district has selected NWEA-MAP to identify areas for improvement in instruction, teaching vocabulary, best-practice strategies, Rtl student identification, and academic performance level of all students.

Research Cited: Research regarding Rtl leveling recommends use of an efficient and effective universal screener, as to identify areas of improvement or classroom instruction problems. NWEA-MAP is a national norm-referenced assessment.

Activity - Teacher training on universal screener	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers and staff will be trained in the use and data reporting of the universal screener.	Professional Learning	08/06/2013	09/26/2014	\$5000 - General Fund	District Administration, Principals, Teachers, and Instructional Assistants

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 activity per semester by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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.

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Activity - Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	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	09/24/2012	09/05/2014	\$3000 - Title I Part A	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 2:

demonstrate a proficiency of having 15% of parents/guardians to volunteer at a school activity during the school year by 05/19/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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	Funding Amount & Source	Staff Responsible
Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	11/28/2012	05/19/2014	\$1000 - Title I Schoolwide \$200 - FRYSC	Principal, Media Specialist, FRYSC Staff, Classroom Teachers

Measurable Objective 3:

demonstrate a proficiency of having 30% of parents/guardians to attend one school activity concerning their child's education or academic performance by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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

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Activity - Academics for the Family	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/01/2013	09/26/2014	\$1000 - Title I School Improvement (ISI)	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Goal 4:

Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in Mathematics by 11/01/2017 as measured by the K-prep assessment results and school report card.

Strategy1:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Strategy2:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Goal 5:

Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.

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Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in English Language Arts by 11/01/2017 as measured by school report card.

Strategy1:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Strategy2:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Goal 6:

Third grade students with disabilities will show a 35% decrease of novice scores in reading.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

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Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Strategy2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Measurable Objective 2:

20% of All Students will complete a portfolio or performance of scoring novice in Reading by 09/26/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Strategy2:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's

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learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Compliance and Accountability - Elementary 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 2014. 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 TELL KY Survey results.

Goal 1:

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 of having 30% of parents/guardians to attend one school activity concerning their child's education or academic performance by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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	Funding Amount & Source	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	01/01/2013	09/26/2014	\$1000 - Title I School Improvement (ISI)	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 2:

demonstrate a proficiency by having 70% of parents/guardians attend one or more school activity per semester by 09/26/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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

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Excited About Reading) Night, Grandparent's Day, Literacy Nights, Energy/Science Night, Family Nights, Art Shows and Music Performances.

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	Funding Amount & Source	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	09/24/2012	09/05/2014	\$3000 - Title I Part A	Principal, Counselor, Media Specialist, Classroom Teachers, Resource Teachers, Support Staff

Measurable Objective 3:

demonstrate a proficiency of having 15% of parents/guardians to volunteer at a school activity during the school year by 05/19/2014 as measured by the number of attendees on sign-in sheets.

Strategy1:

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.

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	Funding Amount & Source	Staff Responsible
Parents/Guardians will be invited to attend a volunteer training held by FRYSC staff twice a semester.	Parent Involvement	11/28/2012	05/19/2014	\$200 - FRYSC \$1000 - Title I Schoolwide	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 05/19/2014 as measured by survey data results, increased number of volunteers, and number of parents on sign-in sheets at trainings..

Strategy1:

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

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

Activity - Parent Opinions	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	05/19/2014	\$300 - Title I Schoolwide	Principal, Counselor, Teachers

Goal 2:

The staff at Campbellsville Elementary will be provided with professional development opportunities that will encourage and promote using math and reading in the arts and practical living/career studies classes.

Measurable Objective 1:

complete a portfolio or performance of being provided job-embedded professional opportunities in arts and practical living/career studies education for use across the curriculum by 11/17/2014 as measured by monitoring lesson plans, instructional guides, and the Program Review Reporting Document..

Strategy1:

Arts Classes to Regular Education Classes - Information for arts and practical living/career studies education instruction across the curriculum will be provided to all staff during the school year.

Research Cited:

Activity - Monthly Across the Curriculum Updates	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Arts and practical living/career studies education inclusion information will be provided to all staff through email, newsletters, ets.	Professional Learning	08/01/2013	11/17/2014	\$0 - No Funding Required	Arts Teachers

Strategy2:

Teacher Work Times - A portion of "Teacher Work Days" and "Early Release Fridays" will be used to provide professional development for the school staff in the arts and practical living/career studies across the curriculum.

Research Cited:

Activity - Across the Curriculum Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be provided job embedded training in the arts and practical living/career studies education across the curriculum during teacher work days.	Professional Learning	08/06/2013	10/01/2014	\$200 - State Funds	Principal, Guidance Counselor, Activity Teachers

Measurable Objective 2:

complete a portfolio or performance of including the arts and practical living/career studies in a variety of ways across the curriculum in the

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regular classroom by 11/17/2014 as measured by monitoring of lesson plans and instructional guides..

Strategy1:

Staff Assistance - School staff will assist in the students arts productions and practical living/career studies events throughout the school year

Research Cited:

Activity - Helping with Events and Productions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School staff will participate in helping put together events and productions involving the arts and practical living/career studies. Staff will sign up for different responsibilities and supervisory duties for the events and productions	Other	08/06/2013	09/26/2014	\$0 - Other	Principal, Guidance Counselor, All Teachers

Strategy2:

Program Review - School staff will provide evidence to Program Review staff of the inclusion of the arts and practical living/career studies education across the curriculum.

Research Cited:

Activity - Program Review Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will provide evidence of arts and practical living/career studies in the regular classroom	Other	08/06/2013	09/26/2014	\$0 - No Funding Required	Principal, All Teachers

Goal 3:

All staff at CES will participate in the same behavioral structure and reinforce the rules in the structure.

Measurable Objective 1:

collaborate to develop a school wide discipline system and code of conduct for students that all staff will implement and monitor by 05/19/2014 as measured by a decrease in the number of discipline referrals.

Strategy1:

Reward Tickets - Students will be given a certain number of reward tickets at the beginning of the week. The teachers or other staff will take a reward ticket when a student is exhibiting unwanted behaviors. Parent contacts will be made to those students who continuously lose their reward tickets. Prizes will be distributed weekly to those keeping an approved number of reward tickets.

Research Cited: Positive Behavioral Support (PBS) is an empirically validated, function-based approach to eliminate challenging behaviors and replace them with prosocial skills. Use of PBS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.

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Activity - Eagle Bucks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provides the students with an incentive to maintain appropriate behaviors in the classroom and common areas in the school.	Behavioral Support Program	08/19/2013	05/18/2015	\$2800 - General Fund	Teachers and Principal

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

Goal 1:

Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in Mathematics by 11/01/2017 as measured by the K-prep assessment results and school report card.

Strategy1:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	10/01/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy2:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Strategy3:

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.

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Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Goal 2:

Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in English Language Arts by 11/01/2017 as measured by school report card.

Strategy1:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy2:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy3:

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

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Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Goal 3:

Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 49.2% in English Language Arts by 05/15/2014 as measured by 2014 K-PREP assessment.

Strategy1:

Literacy/Rtl-Enricment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy2:

Literacy/Rtl-Enricment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy3:

Literacy/Rtl-Enricment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

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Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Strategy4:

Literacy/Rtl-Enricment Initiative 4 - We will provide students with books on their individual reading levels.

Research Cited:

Activity - Leveled reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500 - Title I Part A	Teacher, Librarian

Strategy5:

Literacy/Rtl-Enricment Initiative 5 - We will identify what types of questions students are answering.

Research Cited:

Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0 - No Funding Required	Teacher

Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 49.2% in Mathematics by 05/15/2014 as measured by 2014 K-PREP Assessment.

Strategy1:

Literacy/Rtl-Enricment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Strategy2:

Literacy/Rtl-Enricment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

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Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy3:

Literacy/Rtl-Enrichment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enrichment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Goal 4:

Third grade students will increase the number of proficient and distinguished scores in reading.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by KPREP assessment.

Strategy1:

Ready Common Core - Reading - Teachers will implement the Ready Common Core Instruction book to teach and access all the tested CCSS in the Reading/Language Arts strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach the classroom the common core state standards for English Language Arts.

Activity - Ready Common Core Lessons - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each session ends with Common Core Practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficiency, review the lesson, and use reteaching support.	Direct Instruction	08/06/2013	06/02/2014	\$500 - Title I Schoolwide	Textbook Coordinator, Teachers

Goal 5:

Third grade students will increase the number of proficient and distinguished scores in mathematics.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 09/26/2014 as

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measured by 2013-2014 KPREP assessment.

Strategy1:

Ready Common Core - Math - Teachers will implement the Ready Common Core instruction book to teach and access all the tested CCSS in the math strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach your classroom the common core state standards for math.

Activity - Ready Common Core Lessons - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Lesson ends with common sore practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficient, review the lesson, and use reteaching support.	Direct Instruction	08/16/2013	06/02/2014	\$500 - Title I Schoolwide	Textbook Coordinator, Teachers

All children were screened for kindergarten readiness.

Goal 1:

All kindergarten students will complete the Brigance screening to determine 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 05/19/2014 as measured by completion of the Brigance screening..

Strategy1:

Getting to know the Students - Each kindergarten teacher will complete their own Brigance screenings.

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	08/06/2013	05/19/2014	\$0 - District Funding	Kindergarten Teachers

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

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Goal 1:

All kindergarten students will complete the Brigance screening to determine 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 05/19/2014 as measured by completion of the Brigance screening..

Strategy1:

Getting to know the Students - Each kindergarten teacher will complete their own Brigance screenings.

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	08/06/2013	05/19/2014	\$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:

Campbellsville Elementary students will increase mathematics scores so the average combined reading and math K-prep scores for students will increase from 42.9% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in Mathematics by 11/01/2017 as measured by the K-prep assessment results and school report card.

Strategy1:

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.

Research Cited:

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Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy2:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	10/01/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy3:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Goal 2:

Campbellsville Elementary students will increase reading scores so the average combined reading and math K-prep scores for students will increase from 38.1% in 2013 to 68.3% in 2017.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency to raise the combined reading and math K-prep scores 39.1% in English Language Arts by 11/01/2017 as measured by school report card.

Strategy1:

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.

Research Cited:

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Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/12/2013	09/26/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy2:

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.

Research Cited:

Activity - Monitor Student Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Guidance Counselor, Teachers

Strategy3:

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

Research Cited:

Activity - Classroom Size	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This will allow for more individual instruction for students if the student/teacher ratio is decreased	Class Size Reduction	08/01/2012	09/26/2014	\$185000 - Title I Schoolwide	Principal

Goal 3:

Increase the average combined reading and math K-Prep scores for elementary students from 38% to 49.2% in 2014.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency of 49.2% in English Language Arts by 05/15/2014 as measured by 2014 K-PREP assessment.

Strategy1:

Literacy/RtI-Enricment Initiative 5 - We will identify what types of questions students are answering.

Research Cited:

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Activity - Questioning Techniques	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will utilize questioning techniques that include: drawing conclusions, main idea, chronological order, author's purpose, make an inference, cause and effect, prediction, (ie. power verbs).	Academic Support Program	08/06/2013	05/19/2014	\$0 - No Funding Required	Teacher

Strategy2:

Literacy/Rtl-Enricment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Strategy3:

Literacy/Rtl-Enricment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enricment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Strategy4:

Literacy/Rtl-Enricment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enricment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy5:

Literacy/Rtl-Enricment Initiative 4 - We will provide students with books on their individual reading levels.

Research Cited:

Activity - Leveled reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be exposed to literature on their individual reading levels using accelerated reader and leveled books.	Academic Support Program	08/06/2013	05/26/2014	\$3500 - Title I Part A	Teacher, Librarian

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Measurable Objective 2:

100% of All Students will demonstrate a proficiency of 49.2% in Mathematics by 05/15/2014 as measured by 2014 K-PREP Assessment.

Strategy1:

Literacy/Rtl-Enrichment Initiative - We will have a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create a daily schedule that includes a literacy/Rtl-enrichment block for 60 minutes.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Counselor, Leadership Team

Strategy2:

Literacy/Rtl-Enrichment Initiative 2 - We will consistently contact parents early on as a preventative measure and when students are habitually tardy.

Research Cited:

Activity - Parent contacts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will contact parents after the third tardy. Principal will contact the parent after the fifth tardy. The student name will be sent to the Director of Pupil Personnel.	Parent Involvement	08/06/2013	05/19/2014	\$0 - No Funding Required	Principal, Teacher

Strategy3:

Literacy/Rtl-Enrichment Initiative 3 - We will utilize all staff during a designated literacy/Rtl-enrichment block.

Research Cited:

Activity - Support Staff	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All support staff will be responsible for assisting during the literacy block.	Academic Support Program	08/06/2013	05/26/2014	\$0 - No Funding Required	Principal, Leadership Team

Goal 4:

Third grade students will increase the number of proficient and distinguished scores in reading.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by KPREP assessment.

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Strategy1:

Ready Common Core - Reading - Teachers will implement the Ready Common Core Instruction book to teach and access all the tested CCSS in the Reading/Language Arts strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach the classroom the common core state standards for English Language Arts.

Activity - Ready Common Core Lessons - Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each session ends with Common Core Practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficiency, review the lesson, and use reteaching support.	Direct Instruction	08/06/2013	06/02/2014	\$500 - Title I Schoolwide	Textbook Coordinator, Teachers

Goal 5:

Third grade students will increase the number of proficient and distinguished scores in mathematics.

Measurable Objective 1:

A 45% increase of All Students will demonstrate a proficiency by scoring proficient or distinguished in Mathematics by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy1:

Ready Common Core - Math - Teachers will implement the Ready Common Core instruction book to teach and access all the tested CCSS in the math strands using smartboard activities to actively engage all students.

Research Cited: Ready Common Core is an integrated program of assessment and data driven instruction designed to teach your classroom the common core state standards for math.

Activity - Ready Common Core Lessons - Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each Lesson ends with common core practice. Teacher uses results to identify how well students mastered the specific standard. If students scored less than proficient, review the lesson, and use reteaching support.	Direct Instruction	08/16/2013	06/02/2014	\$500 - Title I Schoolwide	Textbook Coordinator, Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Campbellsville Elementary School will increase achievement for all student groups so that the achievement gap decreases from 7.9% in 2012 to 4% in 2017.

Measurable Objective 1:

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100% of All Students will demonstrate a proficiency to decrease the achievement gap in Mathematics by 11/01/2017 as measured by the school report card.

Strategy1:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2013	09/26/2014	\$500 - Other	Teachers, Principal, SODE

Strategy2:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy3:

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.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Strategy4:

Assessing with CIITS - Teachers will develop mathematics assessments using CIITS to identify those students for proficiency.

Research Cited: Web-based assessments identified by Kentucky Department of Education

Activity - Math CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice mathematics questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

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Measurable Objective 2:

100% of All Students will demonstrate a proficiency to decrease the achievement gap in English Language Arts by 11/01/2017 as measured by the school report card.

Strategy1:

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

Research Cited:

Activity - Co-Teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student will receive effective instruction based on the effective use of co-teaching	Direct Instruction	01/03/2012	09/26/2014	\$500 - Other	Principal, DOSE, Teachers

Strategy2:

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.

Research Cited:

Activity - Answering Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be taught test taking strategies that will enable them to score proficient or distinguished on assessments	Direct Instruction	11/05/2012	11/17/2014	\$0 - No Funding Required	Principal, Teachers

Strategy3:

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.

Research Cited:

Activity - MAP Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will take the MAP assessment in the first two weeks of school, in late fall, and in spring.	Academic Support Program	08/12/2013	05/19/2014	\$8000 - Other	Principal, Mrs. Price, Teachers

Strategy4:

Assessing with CIITS - Teachers will develop reading/english language arts assessments using CIITS to identify those students for proficiency.

Research Cited: web-based assessments as identified by the Kentucky Department of Education

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Activity - ELA CIITS Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with a minimum of five independent practice reading/english language arts questions generated using CIITS weekly, as well as, administer an eight question CIITS based assessment monthly.	Direct Instruction	11/01/2012	09/26/2014	\$200 - General Fund	Teachers

Goal 2:

Third grade students with disabilities will show a 35% decrease of novice scores in reading.

Measurable Objective 1:

55% of All Students will demonstrate a proficiency by scoring proficient or distinguished in Reading by 09/26/2014 as measured by 2013-2014 KPREP assessment.

Strategy1:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

Strategy2:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

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Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Measurable Objective 2:

20% of All Students will complete a portfolio or performance of scoring novice in Reading by 09/26/2014 as measured by 2013-2014 K-PREP.

Strategy1:

Intervention Grouping - All students will progress through intervention groupings. As goals and standards are mastered, students will move to a higher level of instruction. During intervention groups, student instruction will be individualized with strong emphasis placed on the student's learning style. Students will also work on web-based instruction that will target specific areas of need in reading.

Research Cited:

Activity - Master schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
RtI/Enrichment Block Time scheduled for working with students or groups of students as to their individual needs.	Academic Support Program	08/06/2013	05/29/2015	\$1500 - Title I Schoolwide	Special Needs Teachers, Regular Education Teachers, Principal

Activity - Web-based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on Lexia, Reading Plus, Reading Eggs, Education City, and Study Island for additional assistance in targeted areas of reading.	Academic Support Program	08/06/2013	09/26/2014	\$20000 - Title I Schoolwide	Special Needs Teachers, Interventionist, Regular Education Teachers, Principal

Strategy2:

Resource time and accommodations - Resource time will be provided for those students needing the additional assistance to master standards. The amount of resource time will be documented in the student's IEP. All accommodations will be provided to those students needing additional assistance as specified in the student's IEP.

Research Cited:

Activity - Staffing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Resource time will be provided for those students needing the additional assistance to reach proficiency. Resource time will be documented on the student's IEP.	Academic Support Program	08/06/2013	10/01/2014	\$0 - IDEA	Principal, DOSE, Special Needs Teachers

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

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 09/26/2014 as measured by rubric identified writing samples..

Strategy1:

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.

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

Activity - Writers Process	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/06/2013	05/30/2014	\$1500 - Title I School Improvement (ISI)	Teachers, Principal

Goal 2:

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 11/17/2014 as measured by classroom attendance records and the master schedule..

Strategy1:

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

Research Cited:

Activity - Getting the Word Out	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/03/2013	11/17/2014	\$0 - No Funding Required	Principal, Arts Teachers, Media Specialist

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Activity - Yearly Activity Schedule Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	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.	Other	01/03/2013	09/26/2014	\$300 - Other	Principal, Guidance Counselor, Activity Teachers

Measurable Objective 2:

100% of All Students will complete a portfolio or performance 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 09/26/2014 as measured by lesson plans and classroom assessment results..

Strategy1:

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.

Research Cited:

Activity - Performance-Based Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in performances and arts exhibits to assess skills obtained through arts instruction.	Direct Instruction	08/06/2013	09/26/2014	\$1000 - Other	Principal, Arts Teachers

Activity - Real Life Arts in the School	Activity Type	Begin Date	End Date	Funding Amount & Source	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	08/06/2013	09/26/2014	\$1500 - Other	Arts Teachers

Activity - Arts Assessment Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Train all arts teachers in appropriate assessment strategies for the arts in the elementary school	Professional Learning	08/06/2013	09/26/2014	\$1000 - Other	Principal, 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 09/26/2014 as measured by classroom attendance records.

Strategy1:

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.

Research Cited:

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Activity - Job Shadowing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given opportunities to job shadow with a professional from local area companies, businesses, or organizations.	Community Engagement	02/04/2013	09/26/2014	\$0 - No Funding Required	Principal, Teachers, Parents, Community

Strategy2:

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.

Research Cited:

Activity - Practical Living Day	Activity Type	Begin Date	End Date	Funding Amount & Source	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	01/03/2013	09/26/2014	\$600 - Other	Principal, Guidance Counselor, FRYSC

Goal 3:

Campbellsville Elementary School students will develop and utilize technological skills to communicate information.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency showing the development and use of technological skills to communicate information in Writing by 05/30/2014 as measured by classroom assessments, writing program review evidence, and a communication folder.

Strategy1:

Writing with Technology - Teachers will incorporate student use of technology within their writing instruction.

Research Cited: Kentucky Department of Education Program Review for Writing

Activity - Implement technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use technology with research based strategies to teach writing common core standards as evidenced in lesson plans, communication folder, and program review evidence	Technology	08/06/2013	05/30/2014	\$0 - No Funding Required	Teachers, Principal

Strategy2:

Display of Communication - Students will be given the opportunity to share communication displays and ideas using the various means of technological tools. All students should have some type of access in the classrooms to all Microsoft applications and web-based instruction

Research Cited:

Comprehensive School Improvement Plan

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Activity - Technology Display	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will develop brochures, pamphlets, newsletters, or other types of writings to communicate ideas learned in the classrooms.	Technology	08/06/2013	09/26/2014	\$1000 - Title I Schoolwide	Teacher, Program Review Team, Principal

Activity - Student Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use email to share information between themselves and other students or teachers.	Technology	08/12/2013	09/26/2014	\$0 - No Funding Required	Teachers, Media Specialist, Principal

Goal 4:

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 10/01/2014 as measured by weekly assessments of performance using newly developed rubrics for Arts & Humanities/Practical Living areas as well as written and performance assessments..

Strategy1:

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

Research Cited: Program Review Reporting Document

Activity - Fab 4 Journal	Activity Type	Begin Date	End Date	Funding Amount & Source	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	11/15/2013	09/26/2014	\$0 - No Funding Required	Principal, Program Review Team, Activity Teachers

Goal 5:

All students at CES will experience varied assessments in both formative and summative to demonstrate proficiency in Arts & humanities/Practical Living.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in Arts & Humanities/Practical Living through a variety of assessments. in Art & Humanities by 10/01/2014 as measured by student performance on varies assessments and evaluations..

Strategy1:

Assess to Learn (A2L) - Students will complete varied assessments to show understand/proficiency in Arts & Humanities/Practical Living.

Research Cited: Program Review Reporting Document

Comprehensive School Improvement Plan

Campbellsville Elementary School

Activity - Implement Varies Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will complete written and performance-based assessments, self assessments, peer reviews, and arts critiques.	Other	01/02/2014	01/05/2015	\$0 - No Funding Required	Program Review Team, Principal