



KDE Comprehensive School Improvement Plan

Calvary Elementary School
Marion County

Sara Brady, Principal
3345 Highway 208
Lebanon, KY 40033

TABLE OF CONTENTS

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

Executive Summary

Introduction.....	3
Description of the School.....	4
School's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information	9

Calvary Elementary School Improvement Plan 2015-16

Overview.....	11
Goals Summary.....	12
Goal 1: KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19.....	13
Goal 2: - CES GAP students will increase proficiency rates as follows: Reading 52.1% in 2013-14 to 76.1% in 2017-18; Math 51.8% in 2013-14 to 75.9% in 2017-18; Social Studies 57.2% in 2013-14 to 78.6% in 2017-18; Writing 52.9% in 2013-14 to 76.5 in 2017-18.....	17
Goal 3: All Program Reviews will receive a proficient score.....	19
Goal 4: Goal 1: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.....	21
Goal 5: Novice Reduction Goal.....	22
Activity Summary by Funding Source.....	23

KDE Needs Assessment

Introduction.....	29
-------------------	----

Data Analysis.....	30
Areas of Strengths.....	32
Opportunities for Improvement.....	33
Conclusion.....	35
 KDE Compliance and Accountability - Schools	
Introduction.....	37
Planning and Accountability Requirements.....	38
 KDE Assurances - School	
Introduction.....	52
Assurances.....	53
 The Missing Piece	
Introduction.....	59
Stakeholders.....	60
Relationship Building.....	61
Communications.....	62
Decision Making.....	64
Advocacy.....	66
Learning Opportunities.....	67
Community Partnerships.....	68
Reflection.....	69

Report Summary..... 70

Improvement Plan Stakeholder Involvement

Introduction..... 72

Improvement Planning Process..... 73

School Safety Report

Introduction..... 75

School Safety Requirements..... 76

Equitable Access Diagnostic

Introduction..... 79

Needs Assessment..... 80

Equitable Access Strategies..... 81

Questions..... 83

Introduction

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

DRAFT

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?

Calvary Elementary School is based in a rural community of Marion County. Currently, there are approximately 255 students enrolled at CES, as of November 2015. The school represents grades kindergarten through fifth grade. The building consist of ten classrooms, one resource room that is shared by special education, speech and language services, literacy, RTI, and offices for Title One and physical education. a music/stage room, and an art/library room. Six of the ten classrooms are comprised of multi-grade students while the other four are straight grade classrooms. Calvary Elementary also shares a Family Resource director with another elementary school in the district allowing 2 days a week FRC services. The counselor also serves the school 4 days a week through group and individual counseling.

Calvary is unique in how it organizes small space to meet the needs of all students. Several of our services share areas with other needs in the building. Often times the hallway is used to have a meeting space for small group instruction. Calvary Elementary believes in utilizing all space and human resources to a maximum. Therefore, a master schedule is created that optimizing core subject areas. Individual schedules are also created from that to share all instructional assistance to create small group instruction for reading and math. The culture of CES has become ingrained that all staff members are busy teaching students throughout the day. Upon entering any classroom at CES it is difficult for an outsider to identify who the the main teacher and who is support staff. Everyone at CES has a dedication and responsibility to student success.

The average daily attendance is 96% for students. The student population consist of 119 male and 129 female students. Approximately 130 students are receiving free/reduced lunch, which is 52.6%. This population makes up our largest gap group. One of the challenges is overcoming poverty.

CES has a teacher student ratio of 16:1. We have 16 full time certified employees with an average of 6.4 years of teaching experience. For the 2014-2015 school year CES has two National Board Certified teachers and one teacher pursuing the certificate. Calvary Elementary is experiencing turn over with teachers who are seeking jobs closer to home or are taking leadership roles within the district. In the last three years CES has had many new teachers- approximately 7 of the 16 are new to the school or are serving in new roles. Calvary Elementary has also undergone changes with vision/mission statements and school focus. In the summer of 2015 CES was awarded a grant from Leader.org enabling the school to become a Leader in Me school through Franklin Covey Foundation. Teachers have been through stage 1 training which includes: The 7 Habits and Culture. Teachers and students are extremely positive about the impact this culture is making on our school.

Calvary Elementary parents are involved with extra curricular activities. At least 200 parents attended one parent teacher conference during the 20 school year and acquired 950 volunteer hours. CES has an active PTO group that supports the school's largest fund raiser, Winterfest. One hundred twenty-six parents voted in the 15-16 parent teacher elections.

Technology is used frequently at CES. All classrooms have a mounted Smart Board, document camera, and Senteo student responder set. We also have an IPAD cart and laptop cart each with 30 student devices to be shared school wide. All classrooms have at least 5 PC computers for student use.

DRAFT

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission statements for Calvary Elementary School is: Finding our Future-Growing our Leaders. We embody this statement through our dedication to finding success for each individual student, staying focused and helping our students stay focused on their future goals, and monitoring progress for everyone. This mission statement also correlates with our adoption of The Leader in Me and the 7 habits of happy kids.

Our vision is to also create a student centered learning environment. Calvary Elementary's vision statement is: Calvary Elementary School strives to grow successful, confident, independent, 21st century leaders within a global community. In order to achieve this the staff developed and adopted the following beliefs statements:

We can...

- Give our best to ourselves and others
- Gain excellence in our school and community
- "Goal Set" and work to achieve those goals
- Grow into our full potential and talents
- Guatantee a safe and loving environment
- Guide life-long learning and leadership

Currently staff members are focused on providing 21st Century Skills throughout the school day to better prepare our students for their future. Primary classroom instruction is centers based. Differentiated centers occur daily with students learning, exploring, and receiving direct instruction in small groups. Support staff is also used to create a student centered environment during reading and math instruction. Classified staff is used to create optimal instructional settings for students to receive instruction in math group formats. The use of extra teaching staff during math and reading have created an environment to better meet student needs.

Intermediate classrooms embrace 21st Century Skills by their intense use of technology to enhance learning. Students use individual laptops to research and create real world products.

Calvary Elementary takes pride in creating a well rounded education. Our school remains focused on academics while incorporating the arts, music, dance, career studies, anti-bullying instruction, and physical education. Through the use of Program Reviews we are able to improve the level of instruction and experience we provide the students are CES. Calvary Elementary recently implemented "Future Friday" to assist students in setting goals for the future now and working towards them.

Calvary also provides students with opportunities to be involved in STLP, Academic Team, Future Problem Solving team, Recycling and Energy Saving team, and Book Clubs. Calvary students have the opportunity to apply for school side jobs such as breakfast monitors, morning greeters, and the library team to assist with school function and pride in doing work.

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.

Calvary Elementary School is most proud of being named a Leader in Me school. While state test scores show CES to be a strong academic school-99th percentile for the 14-15 school year- we continue to pride ourselves on having a happy school that students love to attend. Teachers and students are practicing the 7 habits of happy students through daily teaching, discussions, counseling connections, and morning meeting. Calvary Elementary also performs in the top 3% of schools in Kentucky. At this time CES has all subject areas, gap, and growth above the state average. During the 14-15 school year 75% of our fifth grade students were proficient or distinguished on KPREP scores and 72.5% in writing. Our overall achievement scores are at 92 (out of 100). Gap scores increased 8.4 points and growth 9.5 points. We are proud of this because it shows our hard work and dedication.

Notable achievements at Calvary Elementary include strong performances yearly at the Governor's Cup Academic Competition. In 2010, the Academic Team received Runner Up and in 2012 were awarded Champion. More recently, the Academic Team placed first in the district in 2013, and Runners-Up in 2014. Calvary Elementary had several students move onto to compete and win awards at the regional competition. The CES Academic team continues to make strides to give our students an avenue to showcase their academic achievements. In addition, the Future Problem Solving Team has been recognized for several consecutive years for their accomplishments. CES has also participated in the Girls on the Run program for the last two years.

Calvary Elementary has also received recognition with the STLP team. Most recently the STLP received a score of 95 out of 100 and will advanced to state level competition with their project- Dragon Dash 5 K.

Over the last three years, Calvary made a school wide commitment to integrate social studies instruction in all grade levels and by so doing have created a 0 novice scoring for Social Studies according to the 2012-2013 KPREP scores. The 13-14 school data show an increase in novice in both areas (9.5% in social studies and 5% in science). Currently social studies data for 14-15 shows CES has decreased their novice to 5%. While this improvement is noted, CES continues to find ways to strengthen social studies instruction prior to Grade 5 through PLC communication, pacing guides, and common assessments.

CES has achieved the status of Proficient/Progressing based on the 2013 KPREP results and a rating of Proficient for 2014. Our current data shows CES to be a progressing Distinguished, high progress, School of Distinction placing us in the top 3% of elementary schools in the state.

Calvary Elementary School has a focus to become a Leader in Me school over the next three years. Our focus for the first year is to teach our students the 7 habits of happy kids as outlined by the book "The Leader in Me" by Sean Covey. In the second and third year of this culture building program Calvary would like to educate parents and then the community. CES staff believe that students who are in charge of their lives, develop leadership skills, and know how to proactively work with others will become responsible citizens. In addition, CES believes that this culture will impact our academics and create an atmosphere where students feel celebrated.

Academically, CES would like to obtain and maintain a status of top 5% of all elementary schools in the state of Kentucky. CES is committed to achieving that by making data driven instructional decisions, and using data to determine the next steps of each student. Calvary Elementary would like to see all academic areas grow to 80% proficient/distinguished. In addition, Calvary Elementary strives to create less

SY 2015-2016

gap for students who are receiving free/reduced lunch, and optimal growth for all. Finally, CES will create a plan to strategically reduce novice performance for students with disabilities.

DRAFT

Additional Information

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

The safety of Calvary Elementary students remains our number one priority. Security measures include:

- All exiting doors are locked at ALL times during the school day.
- No one enters the building without using the buzzer system. These people are identified prior to being "buzzed" into the building and report to the office to sign in.
- All classrooms doors are locked at all times. All classroom doors remain closed and locked during the school day.
- Lockdown procedures are in place. All teachers are aware of these procedures. Drills are performed regularly.
- The building is secured during our afternoon parent pick up. The car line has added a measure of security by decreasing the amount of people in the lobby at this time.
- Teachers meet twice a month in professional learning communities to analyze student data and work together to plan for student success.
- Teachers meet twice a month in Professional Growth Meetings to gain more knowledge and pedagogy. We are currently studying "Motivating Reluctant Learners" by Robyn Jackson and will move into work by Ruby Payne and Eric Jenson.

Calvary Elementary School Improvement Plan 2015-16

DRAFT

Overview

Plan Name

Calvary Elementary School Improvement Plan 2015-16

Plan Description

DRAFT

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	KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19	Objectives: 1 Strategies: 8 Activities: 18	Organizational	\$33100
2	- CES GAP students will increase proficiency rates as follows: Reading 52.1% in 2013-14 to 76.1% in 2017-18; Math 51.8% in 2013-14 to 75.9% in 2017-18; Social Studies 57.2% in 2013-14 to 78.6% in 2017-18; Writing 52.9% in 2013-14 to 76.5 in 2017-18	Objectives: 1 Strategies: 4 Activities: 6	Organizational	\$11200
3	All Program Reviews will receive a proficient score.	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$5900
4	Goal 1: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
5	Novice Reduction Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19

Measurable Objective 1:

demonstrate a proficiency by increasing academic areas: Reading from 66.7% in 2014-15 to 70.8% in 2015-16; Math from 70.6% in 2014-15 to 74% in 2015-16; Social Studies from 82.1% in 2014-15 to 82.1% in 2015-16; and Writing from 74.4% in 2014-15 to 75% in 2015-16. by 05/15/2015 as measured by KPREP results released in the fall of each school year. .

Strategy 1:

Individual Progress Monitoring/Student Expectations - Teachers will progress monitor students using data from MAP testing, district common assessments, and classroom assessments to progress monitor each student. All grade levels will develop a data board giving information about each students' progress in reading and math. Through professional conversations teachers can make decisions about next steps based upon the progress displayed on the data board.

In addition, each student in the school will have a data binder. In the data binder students will have the opportunity to set academic and personal goals and monitor their progress. Teachers have created different progress monitoring graphic organizers to assist students in documenting their own growth and progress. In the lower grades students also use these to track their own behavior. This strategy will work because students will be more responsible for their own learning, progress, and have a greater sense of ownership over their growth.

Category: Continuous Improvement

Research Cited: J. Hatte-Visible Learning

Activity - Student Leadership Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in grades K-5 will progress monitor academic and behavior accomplishments through goal setting and using graphic organizers to graph progress towards these goals and standards.	Academic Support Program	08/11/2014	05/20/2016	\$800	General Fund	All teachers
Activity - Test Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use graphic organizer to provide feedback to the teacher regarding teaching and learning through a test score analysis for classroom reading, math, social studies, and science assessments.	Academic Support Program	11/24/2014	05/20/2016	\$0	No Funding Required	teachers
Activity - Success Criteria	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Teachers will display and discuss success criteria with students after reviewing academic expectations. Success criteria may include: rubrics, exemplars, modeling, verbal and written explanations of how to be successful.	Academic Support Program	01/12/2015	05/20/2016	\$0	No Funding Required	Teachers, principal
--	--------------------------	------------	------------	-----	---------------------	---------------------

Strategy 2:

Constructive Feedback - Master teachers use every assignment, assessment, and grade as feedback, both to themselves and to their students. They gather as much feedback as possible through a variety of assessments, and set up red flag mechanisms that help them objectively interpret the feedback their assignments and assessments render. They analyze this feedback to assess where students are in relationship to the objective and revise their instructional approach in order to better meet students' needs. Master teachers also provide students with feedback designed to coach them toward a better performance. Master teachers help students collect and analyze their own data and understand what their grades really mean. And, by showing students how to use even their failures as feedback and giving them opportunities to reassess, master teachers help students learn from their failures and use more effective effort to succeed in the future.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Robyn Jackson-Never Work Harder Than Your Students

Activity - Written and Oral Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give students written and oral feedback to coach students to better performance.	Academic Support Program	08/11/2014	05/20/2016	\$0	General Fund	Teachers and support staff

Activity - Self Assessment/Peer Feedback	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use test analysis and data binders to collect and analysis their own data for self assessment and peer assessment. Students will use this data to create goals and action plans.	Academic Support Program	01/12/2015	05/20/2016	\$0	No Funding Required	Teachers, principal

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide students with time and opportunities to relearn, differentiate instruction through reteaching and intervention to give students multiple opportunities to master grade level standards.	Academic Support Program	08/11/2014	05/20/2016	\$0	No Funding Required	teachers, principal

Strategy 3:

Cooperative Learning - Teachers will actively plan for and use KAGAN cooperative learning structures to enhance student engagement in learning. These will be documented by lesson plans and classroom observations.

Category: Learning Systems

Research Cited: Kagan Cooperative Learning

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - KAGAN structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Kagan structures daily to involve students in their learning and increase student level of engagement and accountability.	Academic Support Program	11/05/2014	05/20/2016	\$10000	District Funding	Teachers

Strategy 4:

Data Drive Interventions - Teachers will use student data to create differentiated instruction and intervention/enrichment groups.

Category: Continuous Improvement

Research Cited: John Hatte-Visible Learning

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use student data to create ESS groups to give students further time and support to learn content.	Academic Support Program	09/22/2014	05/20/2016	\$12000	Title I Part A	Teachers and instructional assistants

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rtl team will review MAP data to create Tier 2 and Tier 3 instructional groups to further teach and support students as they learn content through researched based instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	Rtl team , principal, counselor

Strategy 5:

Formative Evaluation - Teachers will create and adminstor common assessments and benchmark assessments as scheduled on standards based pacing guide.

Teachers will use this data to make instructional decisions regarding their practice and student progress.

Category: Learning Systems

Research Cited: Rick Stiggins-Assessment for Learning

Activity - Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will give common assessments in reading and math to track student progress and to make reflective instructional decisions.	Academic Support Program	09/08/2014	05/20/2016	\$0	No Funding Required	teachers, principal, counselor

Strategy 6:

Teacher Collaboration - Teachers will collaborate with instructional coaches to determine best practices to instruct students and to discuss assessment data. Teachers will use instructional coaches to model lessons, act as a resource, and assist them in planning rigorous, standard based instruction.

Category: Professional Learning & Support

Research Cited: Jim Knight-Instructional Coaching

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate with instructional coaches to desegregate data, make instructional decisions, use high yield instructional strategies, co-teach/model lessons, and assist with planning engaging lesson plans.	Professional Learning	08/11/2014	05/20/2016	\$0	No Funding Required	Teachers, instructional coaches, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet bi-monthly to review assessment data, make instructional decisions, and share successful, high yield instructional strategies.	Professional Learning	08/05/2015	05/20/2016	\$0	No Funding Required	teachers, staff, instructional coaches

Strategy 7:

The Leader in Me - Teachers will learn about The Leader in Me through a summer 2014 book study. The Leader in Me habits will be posted throughout the building and in classrooms. Teachers will use these habits to frame the culture of their classroom and the school climate. The habits will be emphasized throughout the school year and highlighted by all school staff members. The focus of this school year will be to learn and practice the habits in teachers' and students' lives.

Category: Continuous Improvement

Research Cited: The 7 Habits of Happy Kids- Sean Covey

Activity - The 7 Habits of Happy Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will direct teach and model the 7 habits in all classrooms.	Behavioral Support Program	08/06/2014	05/20/2016	\$5000	General Fund	teachers, counselor, principal

Activity - Student Leadership	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given leadership roles in the building, classroom and school wide, to build leadership capacity.	Behavioral Support Program	08/05/2015	05/20/2016	\$3500	General Fund	Teachers, principal, students, counselor

Activity - Teacher Lighthouse Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers on the Lighthouse committee will meet twice a month to review the progress of academics, culture, and leadership through The Leader in Me.	Professional Learning	08/05/2015	05/20/2016	\$0	No Funding Required	Lighthouse team members, principal, counselor

Activity - Leader in Me Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Parents will be invited for multiple family nights to learn about the Leader in Me and to give input on their students' progress.	Parent Involvement	01/04/2016	03/31/2016	\$800	Other	Teachers, students, principal, counselor
---	--------------------	------------	------------	-------	-------	--

Strategy 8:

Kindergarten Readiness - School will design a series of activities to support families in preparing their child to start school.

Category: Early Learning

Research Cited: University Early Childhood Research Institute

Activity - Kindergarten Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and Family Resource Director will visit all homes of incoming K students in the spring to discuss kindergarten readiness, and support with resources and materials.	Academic Support Program	02/29/2016	05/20/2016	\$500	FRYSC	teachers, principal, FRC director

Activity - Kindergarten Family Night	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be invited to a Kindergarten Readiness Night to view kindergarten classrooms and expectations. Parents will receive information and resources regarding kindergarten readiness.	Parent Involvement	04/21/2016	05/20/2016	\$500	FRYSC	kindergarten teachers, FRCYSC, principal

Goal 2: - CES GAP students will increase proficiency rates as follows: Reading 52.1% in 2013-14 to 76.1% in 2017-18; Math 51.8% in 2013-14 to 75.9% in 2017-18; Social Studies 57.2% in 2013-14 to 78.6% in 2017-18; Writing 52.9% in 2013-14 to 76.5 in 2017-18

Measurable Objective 1:

demonstrate a proficiency to increase the combined reading and math proficient/distinguished percentage from 58.9% in 2014-2015 to 61.6% in 2015-2016 by 05/20/2016 as measured by KPREP results released in the fall of the school year.

Strategy 1:

Interventions - Students will be placed in specific intervention groups based upon classroom data. Intervention groups may be Tier One/Rtl or Tier 2/Rtl groups in the classroom. Students will also receive, if needed, strategic, specific, targeted interventions through more intensive Tier 3 services.

Category: Learning Systems

Research Cited: Mike Mattos- Interventions that Work

Activity - Compass Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Teachers will use Compass Learning to specifically target student areas through teacher created pathways. This can be a part of the regular classroom work or through ESS.	Academic Support Program	09/22/2014	05/20/2016	\$0	District Funding	Teachers, principal, counselor
--	--------------------------	------------	------------	-----	------------------	--------------------------------

Activity - ESS/Rtl	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be placed in specific intervention groups based upon classroom data. Intervention groups may be Tier One/Rtl or Tier 2/Rtl groups in the classroom. Students will also receive, if needed, strategic, specific, targeted interventions through more intensive Tier 3 services. Students will also be enrolled in ESS program for more time and instruction.	Academic Support Program	10/13/2015	05/20/2016	\$10000	Title I Part A	teachers, Rtl team, principal, ESS team

Strategy 2:

Teacher Professional Development - Teachers will expand their knowledge and pedagogy with working with students in poverty.

Category: Professional Learning & Support

Research Cited: Robyn Jackson/Ruby Payne Framework for Poverty

Activity - Ruby Payne-Understanding the Framework of Poverty	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will study Ruby Payne's work in a book study and apply strategies to their classroom.	Professional Learning	01/05/2016	05/20/2016	\$500	General Fund	Prinicpal, Counselor, Teachers

Activity - Motivating Reluctant Learners Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will study Robyn Jackson's work "Motivating Reluctant Learners" in a book study and apply strategies to their classroom.	Professional Learning	10/13/2015	01/19/2016	\$200	General Fund	teachers, principal

Strategy 3:

Progress Monitoring - Teachers and students will use data to progress monitor, set goals, and determine next steps to meet student academic needs.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Activity - Student Leadership Binders	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will use their student leadership binder to set goals and mark progress towards mastery of standards. Teachers will use this information to deliver data driven instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	teachers, students, principal

Strategy 4:

Study Skills - Identified students will receive support through direct teaching of, practice, and support of study skills.

Category: Continuous Improvement

SY 2015-2016

© 2015 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Research Cited: John Hattie-Visible Learning

Activity - Study Buddy Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will partner up with peer tutors and adult volunteers to practice concepts, learn study skills, and receive support to practice and study. Students may also receive study skills lesson from counselor.	Academic Support Program	01/11/2016	05/20/2016	\$500	Other	teachers, principal, counselor

Goal 3: All Program Reviews will receive a proficient score.

Measurable Objective 1:

demonstrate a proficiency by using the Program Reviews to determine the success of the arts/humanities, practical living/career, writing, and primary programs by 05/15/2015 as measured by the rubrics for each of the specific Program Reviews.

Strategy 1:

Art Professional Development - Teachers will learn more about arts and humanities integration for cross curricular activities on a regular basis in all classrooms.

Category: Professional Learning & Support

Research Cited: National Assembly of State Arts Agency

Activity - Arts Integrated Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use and document arts activities and vocabulary to enhance cross curricular activities in the classroom.	Academic Support Program	08/11/2014	05/20/2016	\$0	No Funding Required	Librarian/art teacher, teachers, principal

Activity - Professional Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal will initiate and participate in professional development with arts related learning.	Professional Learning	01/12/2015	05/20/2016	\$500	General Fund	principal, art teacher, teachers

Strategy 2:

Career/Health Integration - The school will focus on health education by participating in the activities listed.

Category: Continuous Improvement

Research Cited: National Assembly of State Arts Agency

Activity - Coordinated School Health Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Teachers will form a health committee to organize and monitor students' health education.	Professional Learning	01/12/2015	05/20/2016	\$0	No Funding Required	Counselor, PE teacher, school nurse, teachers
---	-----------------------	------------	------------	-----	---------------------	---

Activity - Future Fridays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Community members will be invited to share about career paths and opportunities with students in all grade levels.	Career Preparation/Orientation	01/12/2015	05/20/2016	\$0	No Funding Required	Counselor, principal

Strategy 3:

Writing Program - Teachers will adhere to the school wide writing program to ensure consistent writing teaching, feedback, and progress at all grade levels.

Category: Continuous Improvement

Activity - Research Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, under the direction of the school librarian, will learn to use the Super 3 (K-3) or the Big 6 (grade 3-5) research model. These models will allow students to select the research that is best for them and base it on their own interest.	Academic Support Program	01/12/2015	05/20/2016	\$1000	General Fund	Librarian, teachers, principal

Activity - Rubrics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop and use rubrics with students on a regular basis. In addition, teachers will co-develop rubrics with students so that students are aware of success criteria.	Academic Support Program	12/08/2014	05/20/2016	\$400	General Fund	teachers, principal, instructional coaches

Activity - Write Steps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All grade levels will have access to the Write Steps Writing Program. K-2 will implement the program completely. Grades 3-5 will use the program to supplement their current writing program.	Academic Support Program	08/05/2015	05/20/2016	\$4000	General Fund	teachers, principal

Activity - On Demand Writing Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach Dana Thomas will provide all teachers with On Demand Writing Training and show how to scaffold writing from k-5.	Professional Learning	01/04/2016	02/26/2016	\$0	No Funding Required	Instructional coach, principal, teachers

Strategy 4:

Primary Professional Learning - Teachers in grades K-3 will collaborate to learn professionally from each other. Teachers will share ideas, and high yield instructional strategies.

Category: Professional Learning & Support

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a month (minimum) to discuss learning, strategies, data, and plan to enhance the K-3 program.	Professional Learning	09/09/2014	05/20/2016	\$0	No Funding Required	teachers, principal

Goal 4: Goal 1: PGES Goal-Increase the percentage of effective professionals (TPGES, OPGES, PPGES) to 100% in 2020.

Measurable Objective 1:

collaborate to build capacity in principal, teacher, & other professional's understanding of the PGES components by 06/30/2016 as measured by Next Generation Professionals.

Strategy 1:

Professional Learning & Support - Principals will gain needed knowledge in planning and implementing activities that will build capacity and teacher/other professional's understanding of the effectiveness system. District and school leaders will identify and allocate time for principals and teachers to meet throughout the year for progress and feedback on: self-reflections, student growth goals, professional growth planning, observation, CIITS use, etc.

Category: Professional Learning & Support

Research Cited: Danielson Framework

Activity - Certified Evaluation Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness.	Professional Learning	10/01/2013	06/30/2016	\$0	No Funding Required	District Leaders and school leaders

Activity - PGES Principal Points	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Professional Learning	06/10/2014	06/30/2016	\$0	No Funding Required	District and School Leaders
---	-----------------------	------------	------------	-----	---------------------	-----------------------------

Goal 5: Novice Reduction Goal

Measurable Objective 1:

collaborate to reduce novice performance for students with disabilities from 50% novice in reading to 25% and from 20% novice in math to 10% by 05/20/2016 as measured by KPREP scores.

Strategy 1:

Progress Monitoring with ongoing interventions - The RtI team and the school's ECE teacher will work in collaboration with general education teachers to design instruction and interventions that support student learning and success. RtI procedures have been updated at the start of the school year. The ECE support schedule is continuously monitored for improvement and strategies revised as needed to meet student needs.

Category: Learning Systems

Research Cited: Response to Intervention

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
On-going supports will be provided to the CES throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. In addition, students who are involved in the RtI process or ECE program regularly update their own progress and goals. The principal, counselor, and lead RtI teacher meet monthly to discuss student progress. Teachers are updated regularly of student progress and given opportunities for input. Classroom teachers also use strong Tier 1 classroom support to meet the needs of all students.	Behavioral Support Program, Academic Support Program	08/05/2015	05/20/2016	\$0	No Funding Required	All staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Learning	Principal will initiate and participate in professional development with arts related learning.	Professional Learning	01/12/2015	05/20/2016	\$500	principal, art teacher, teachers
Student Leadership	Students will be given leadership roles in the building, classroom and school wide, to build leadership capacity.	Behavioral Support Program	08/05/2015	05/20/2016	\$3500	Teachers, principal, students, counselor
Written and Oral Feedback	Teachers will give students written and oral feedback to coach students to better performance.	Academic Support Program	08/11/2014	05/20/2016	\$0	Teachers and support staff
Research Model	Teachers, under the direction of the school librarian, will learn to use the Super 3 (K-3) or the Big 6 (grade 3-5) research model. These models will allow students to select the research that is best for them and base it on their own interest.	Academic Support Program	01/12/2015	05/20/2016	\$1000	Librarian, teachers, principal
Motivating Reluctant Learners Book Study	Teachers will study Robyn Jackson's work "Motivating Reluctant Learners" in a book study and apply strategies to their classroom.	Professional Learning	10/13/2015	01/19/2016	\$200	teachers, principal
The 7 Habits of Happy Students	Teachers will direct teach and model the 7 habits in all classrooms.	Behavioral Support Program	08/06/2014	05/20/2016	\$5000	teachers, counselor, principal
Write Steps	All grade levels will have access to the Write Steps Writing Program. K-2 will implement the program completely. Grades 3-5 will use the program to supplement their current writing program.	Academic Support Program	08/05/2015	05/20/2016	\$4000	teachers, principal
Student Leadership Binders	Students in grades K-5 will progress monitor academic and behavior accomplishments through goal setting and using graphic organizers to graph progress towards these goals and standards.	Academic Support Program	08/11/2014	05/20/2016	\$800	All teachers
Rubrics	Teachers will develop and use rubrics with students on a regular basis. In addition, teachers will co-develop rubrics with students so that students are aware of success criteria.	Academic Support Program	12/08/2014	05/20/2016	\$400	teachers, principal, instructional coaches
Ruby Payne-Understanding the Framework of Poverty	Teacher will study Ruby Payne's work in a book study and apply strategies to their classroom.	Professional Learning	01/05/2016	05/20/2016	\$500	Principal, Counselor, Teachers

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Total	\$15900
--------------	---------

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Compass Learning	Teachers will use Compass Learning to specifically target student areas through teacher created pathways. This can be a part of the regular classroom work or through ESS.	Academic Support Program	09/22/2014	05/20/2016	\$0	Teachers, principal, counselor
KAGAN structures	Teachers will use Kagan structures daily to involve students in their learning and increase student level of engagement and accountability.	Academic Support Program	11/05/2014	05/20/2016	\$10000	Teachers
Total					\$10000	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended School Services	Teachers will use student data to create ESS groups to give students further time and support to learn content.	Academic Support Program	09/22/2014	05/20/2016	\$12000	Teachers and instructional assistants
ESS/Rtl	Students will be placed in specific intervention groups based upon classroom data. Intervention groups may be Tier One/Rtl or Tier 2/Rtl groups in the classroom. Students will also receive, if needed, strategic, specific, targeted interventions through more intensive Tier 3 services. Students will also be enrolled in ESS program for more time and instruction.	Academic Support Program	10/13/2015	05/20/2016	\$10000	teachers, Rtl team, principal, ESS team
Total					\$22000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Certified Evaluation Committee	Through plc meetings, monthly PD academies and/or faculty meetings professional learning will provide teachers/other professionals learning opportunities and exposure to the Teaching Framework, Scripting, Coding evidence, distinguishing between bias, evidence, and interpretation, SMART goal writing, teacher reflection, CIITS-EDS suite, professional growth plan goal writing, student growth goal writing with rubric development, student voice and any other topic as needed to increase teacher understanding, experience, and confidence with the effectiveness.	Professional Learning	10/01/2013	06/30/2016	\$0	District Leaders and school leaders

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Success Criteria	Teachers will display and discuss success criteria with students after reviewing academic expectations. Success criteria may include: rubrics, exemplars, modeling, verbal and written explanations of how to be successful.	Academic Support Program	01/12/2015	05/20/2016	\$0	Teachers, principal
Future Fridays	Community members will be invited to share about career paths and opportunities with students in all grade levels.	Career Preparation/Orientation	01/12/2015	05/20/2016	\$0	Counselor, principal
Coordinated School Health Committee	Teachers will form a health committee to organize and monitor students' health education.	Professional Learning	01/12/2015	05/20/2016	\$0	Counselor, PE teacher, school nurse, teachers
Student Leadership Binders	Students and teachers will use their student leadership binder to set goals and mark progress towards mastery of standards. Teachers will use this information to deliver data driven instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0	teachers, students, principal
Response to Intervention	Rtl team will review MAP data to create Tier 2 and Tier 3 instructional groups to further teach and support students as they learn content through researched based instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0	Rtl team , principal, counselor
Teacher Lighthouse Team	Teachers on the Lighthouse committee will meet twice a month to review the progress of academics, culture, and leadership through The Leader in Me.	Professional Learning	08/05/2015	05/20/2016	\$0	Lighthouse team members, principal, counselor
Common Assessments	Teachers will give common assessments in reading and math to track student progress and to make reflective instructional decisions.	Academic Support Program	09/08/2014	05/20/2016	\$0	teachers, principal, counselor
Professional Learning Communities	Teachers will meet twice a month (minimum) to discuss learning, strategies, data, and plan to enhance the K-3 program.	Professional Learning	09/09/2014	05/20/2016	\$0	teachers, principal
Arts Integrated Lesson Plans	Teachers will use and document arts activities and vocabulary to enhance cross curricular activities in the classroom.	Academic Support Program	08/11/2014	05/20/2016	\$0	Librarian/art teacher, teachers, principal
Professional Learning Communities	Teachers will meet bi-monthly to review assessment data, make instructional decisions, and share successful, high yield instructional strategies.	Professional Learning	08/05/2015	05/20/2016	\$0	teachers, staff, instructional coaches
Instructional Coaches	Teachers will collaborate with instructional coaches to desegrate data, make instructional decisions, use high yield instructional strategies, co-teach/model lessons, and assist with planning engaging lesson plans.	Professional Learning	08/11/2014	05/20/2016	\$0	Teachers, instructional coaches, principal
Test Analysis	Students will use graphic organizer to provide feedback to the teacher regarding teaching and learning through a test score analysis for classroom reading, math, social studies, and science assessments.	Academic Support Program	11/24/2014	05/20/2016	\$0	teachers

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Self Assessment/Peer Feedback	Students will use test analysis and data binders to collect and analysis their own data for self assessment and peer assessment. Students will use this data to create goals and action plans.	Academic Support Program	01/12/2015	05/20/2016	\$0	Teachers, principal
Standards Based Grading	Teachers will provide students with time and opportunities to relearn, differentiate instruction through reteaching and intervention to give students multiple opportunities to master grade level standards.	Academic Support Program	08/11/2014	05/20/2016	\$0	teachers, principal
Response to Intervention	On-going supports will be provided to the CES throughout the year such as school site visits to review data collaboratively, STAT team meetings with students and counselors, quarterly district RTI meetings to present data and updates, and bi-weekly counselor cadre meetings that discuss RTI. In addition, students who are involved in the RtI process or ECE program regularly update their own progress and goals. The principal, counselor, and lead RtI teacher meet monthly to discuss student progress. Teachers are updated regularly of student progress and given opportunities for input. Classroom teachers also use strong Tier 1 classroom support to meet the needs of all students.	Behavioral Support Program, Academic Support Program	08/05/2015	05/20/2016	\$0	All staff
PGES Principal Points	A weekly PGES Principal Points email will be sent that gives an account of the component description and implementation steps that need to be completed during that week as a guideline for principals. The purpose of the email is to provide a systematic process for helping principals to implement PGES, monitor their progress, time management strategies to meet required deadlines, etc. In addition, the email communication will provide a weekly update of the percent of teachers that have completed required tasks along with deadlines highlighted.	Professional Learning	06/10/2014	06/30/2016	\$0	District and School Leaders
On Demand Writing Training	Instructional Coach Dana Thomas will provide all teachers with On Demand Writing Training and show how to scaffold writing from k-5.	Professional Learning	01/04/2016	02/26/2016	\$0	Instructional coach, principal, teachers
Total					\$0	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Home Visits	Teachers and Family Resource Director will visit all homes of incoming K students in the spring to discuss kindergarten readiness, and support with resources and materials.	Academic Support Program	02/29/2016	05/20/2016	\$500	teachers, principal, FRC director
Kindergarten Family Night	Parents will be invited to a Kindergarten Readiness Night to view kindergarten classrooms and expectations. Parents will receive information and resources regarding kindergarten readiness.	Parent Involvement	04/21/2016	05/20/2016	\$500	kindergarten teachers, FRCYSC, principal

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Total

\$1000

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Study Buddy Program	Students will partner up with peer tutors and adult volunteers to practice concepts, learn study skills, and receive support to practice and study. Students may also receive study skills lesson from counselor.	Academic Support Program	01/11/2016	05/20/2016	\$500	teachers, principal, counselor
Leader in Me Family Nights	Parents will be invited for multiple family nights to learn about the Leader in Me and to give input on their students' progress.	Parent Involvement	01/04/2016	03/31/2016	\$800	Teachers, students, principal, counselor
Total					\$1300	

KDE Needs Assessment

Introduction

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

DRAFT

Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

The current data from KPREP testing shows improvement in all areas: achievement, gap, and growth. Over the last three years CES has improved their achievement scores from 89.1 (yr. 12-13) to 92 (yr. 13-14). In addition, the gap score has risen from a 61.4 in 12-13 but took a dip in 13-14 to 54.5. The gap score is now on the rise at 62.8. The growth component at CES has had steady growth over the last three years moving from a 59.2 in 12-13 to a 70.7 in 13-14. These results have consistently been above the state average in all years with the exception of growth in 12-13. This piece of the data tells us that students are learning important skills in the areas of reading, math, social studies, language mechanics, and writing. However, the rate of increase of the GAP score, especially considering the decrease in 13-14, tells us that we are not reaching all of the sub groups at CES with the same amount of success.

When breaking this information down further, students with disabilities, according to fall 2015 MAP testing, scored only 39% proficient or distinguished in the area of reading and 52% proficient/distinguished in math. This has led to some questions regarding researched based teaching strategies and appropriate accommodations for students with disabilities. Furthermore, students who receive free or reduced lunch perform at 52% p/d on fall MAP testing and 66% p/d in math. Again, questions regarding teaching reading to all students arose.

The 3 year trend in reading for third grade shows that students generally perform around 66% proficient/distinguished on the KPREP testing (69 in 12-13, 66.7% in 12-13, 64.2% in 14-15). For 4th grade the trend is lower with a three year average of 63.7 and in 5th grade the average increases to 65.6%. This leads us to question instructional strategies used in 4th and 5th grade to continue students on a more steady increase of reading proficiency.

The 3 year trend for math shows students at 67% p/d as an average for third grade. Fourth grade has a 3 year trend average of 55% p/d and fifth grade 72.7% 3-year average of p/d in math. As teachers analyze this data it seems that students are losing ground in 4th grade as compared to third and fifth. It also makes us aware that preparing students for the next grade level is critical.

Data Table for KPREP data trends:

Reading %P/D	2011-2012	2012-2013	2013-2014	2014-2015	District Avg.	State Avg
	64	66.1	61.7	67.4	57.2	54.2

Math %P/D	2011-2012	2012-2013	2013-2014	2014-2015	District Avg.	State Avg
	61.6	55.9	67.8	70.5	59.6	48.8

SocStud %P/D	2011-2012	2012-2013	2013-2014	2014-2015	District Avg.	State Avg
	72.2	75	64.3	82.5	62.8	60.6

Writing %P/D	2011-2012	2012-2013	2013-2014	2014-2015	District Avg.	State Avg
	63.9	70	52.4	72.5	47.9	43.8

Lang Mech %P/D	2011-2012	2012-2013	2013-2014	2014-2015	District Avg.	State Avg
	61	68.2	75	75	67.2	55.6

According to the 2015 Spring Tell Survey 93-100% of teacher felt positive about teacher leadership, managing student behavior, community support and involvement, and school leadership. Areas with more wide spread results include professional development and class size/paperwork.

DRAFT

Areas of Strengths

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

Areas of strength for Calvary Elementary include math and language mechanics. During the 14-15 school year the average proficient/distinguished students in math was 70.5%. This average is up from the previous year, 67.8%, and from 12-13, 55.9%. Calvary Elementary continues to provide students with standards based math instruction and has updated their "grading" from traditional percentage based grading to standards based grading. This change occurred 4 years ago in all grade levels resulting in strong math students. Novice reduction continues to decrease with 4.7% during the 14-15 school year.

Another area of strength for CES is the area of language mechanics. During the 12-13 school year 68.2% of 4th grade students were p/d in language mechanics. This number increased in 13-14 to 76.9% and was 75% p/d in 14-15. This skill also translates to our writing score when students take the On Demand assessment. CES has consistently been above the state average in all KPREP years. The most current data has CES performing 21.3% higher than the state average. This score has also increased 3.3 points over the last three years.

Implemented Actions:

- frequent planned feedback (written and oral)
- standard based instruction and reporting of progress
- student data binders
- use of assessment to drive instruction
- use of assessments to create intervention groups and enrichment opportunities
- small group instruction based on student need
- planned student centered instruction
- use of instructional assistants to create small group instruction
- student discussions (Kagan strategies)
- Visible Learning strategies

Opportunities for Improvement

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

The area of focus for improvement for CES is the reduction of novice students and an increase in proficient performance in sub groups. CES continues to have novice and apprentice students in the areas of math and reading for students with disabilities. In addition, students in CES Gap group continue to need focused improvement.

GAP Reading %P/D	2011-2012	2012-2013	2013-2014	2014-2015	State Avg
	56.1	58.3	43.3	58.5	44.1

Reading data indicates that CES GAP students have not made substantial gains in reading. GAP students are only .2% increase from the 12-13 school year after a dip in performance during 13-14.

GAP Math %P/D	2011-2012	2012-2013	2013-2014	2014-2015	State Avg
	51.5	47.2	56.7	60	38.6

CES GAP math students are making gains towards proficiency. Students have made steady progress over the last three years.

GAP SocStud %P/D	2011-2012	2012-2013	2013-2014	2014-2015	State Avg
	59.1	69.6	38.1	71.4	50.3

CES GAP social studies results are scattered. In 14-15 social studies scores increased more than 30%. However, in 12-13 the score is only .8 decrease from the current score.

GAP Writing %P/D	2011-2012	2012-2013	2013-2014	2014-2015	State Avg
	59.1	60.9	47.6	61.9	34.7

Similar to social studies, 14-15 shows an increase in results as compared to the year before; however, scores in 13-14 took a strong dip from the previous year.

GAP Lang Mech %P/D	2011-2012	2012-2013	2013-2014	2014-2015	State Avg
	55.6	56	68.4	60	45.3

CES GAP students show a strong performance with language mechanics increasing a total of 4% over the last three years. The current score of 60% p/d is a decrease from the 13-14 school year.

Plans for improvement:

- Targeted instruction through small groups, Tier 2, Tier 3, and special education collaboration
- Intentional tracking with formative assessment to make instructional decisions
- Professional development through book study (Ruby Payne, Eric Jensen, and Robyn Jackson)
- Strong Tier 1 strategies through Visible Learning research

-Parent Input for involvement and ESS services

DRAFT

Conclusion

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

Next Steps:

- Create strong, communicated School Improvement Plan
- Parent input for assisting with education through ESS services
- Teacher book studies on teaching students in poverty and motivating learners
- Standards based curriculum and assessments
- Regular PLC to analyze data and make instructional decisions.
- Implementation of Leader in Me to develop student leaders
- Research with 21st century learners
- continued implementation with Visible Learning strategies

KDE Compliance and Accountability - Schools

Introduction

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

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

DRAFT

Planning and Accountability Requirements

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

Goal 1:

KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19

Measurable Objective 1:

demonstrate a proficiency by increasing academic areas: Reading from 66.7% in 2014-15 to 70.8% in 2015-16; Math from 70.6% in 2014-15 to 74% in 2015-16; Social Studies from 82.1%% in 2014-15 to 82.1% in 2015-16; and Writing from 74.4%% in 2014-15 to 75% in 2015-16. by 05/15/2015 as measured by KPREP results released in the fall of each school year. .

Strategy1:

The Leader in Me - Teachers will learn about The Leader in Me through a summer 2014 book study. The Leader in Me habits will be posted throughout the building and in classrooms. Teachers will use these habits to frame the culture of their classroom and the school climate. The habits will be emphasized throughout the school year and highlighted by all school staff members. The focus of this school year will be to learn and practice the habits in teachers' and students' lives.

Category: Continuous Improvement

Research Cited: The 7 Habits of Happy Kids- Sean Covey

Activity - Leader in Me Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited for multiple family nights to learn about the Leader in Me and to give input on their students' progress.	Parent Involvement	01/04/2016	03/31/2016	\$800 - Other	Teachers, students, principal, counselor

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

Goal 1:

KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19

Measurable Objective 1:

demonstrate a proficiency by increasing academic areas: Reading from 66.7% in 2014-15 to 70.8% in 2015-16; Math from 70.6% in 2014-15 to 74% in 2015-16; Social Studies from 82.1%% in 2014-15 to 82.1% in 2015-16; and Writing from 74.4%% in 2014-15 to 75% in 2015-16. by 05/15/2015 as measured by KPREP results released in the fall of each school year. .

Strategy1:

Constructive Feedback - Master teachers use every assignment, assessment, and grade as feedback, both to themselves and to their students. They gather as much feedback as possible through a variety of assessments, and set up red flag mechanisms that help them objectively interpret the feedback their assignments and assessments render. They analyze this feedback to assess where students are in relationship to the objective and revise their instructional approach in order to better meet students' needs. Master teachers also provide students with feedback designed to coach them toward a better performance. Master teachers help students collect and analyze their own data and understand what their grades really mean. And, by showing students how to use even their failures as feedback and giving them opportunities to reassess, master teachers help students learn from their failures and use more effective effort to succeed in the future.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Robyn Jackson-Never Work Harder Than Your Students

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with time and opportunities to relearn, differentiate instruction through reteaching and intervention to give students multiple opportunities to master grade level standards.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	teachers, principal

Activity - Written and Oral Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students written and oral feedback to coach students to better performance.	Academic Support Program	08/11/2014	05/20/2016	\$0 - General Fund	Teachers and support staff

Activity - Self Assessment/Peer Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use test analysis and data binders to collect and analysis their own data for self assessment and peer assessment. Students will use this data to create goals and action plans.	Academic Support Program	01/12/2015	05/20/2016	\$0 - No Funding Required	Teachers, principal

Strategy2:

Formative Evaluation - Teachers will create and adminstor common assessments and benchmark assessments as scheduled on standards based pacing guide. Teachers will use this data to make instructional decisions regarding their practice and student progress.

Category: Learning Systems

Research Cited: Rick Stiggins-Assessment for Learning

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give common assessments in reading and math to track student progress and to make reflective instructional decisions.	Academic Support Program	09/08/2014	05/20/2016	\$0 - No Funding Required	teachers, principal, counselor

Strategy3:

Individual Progress Monitoring/Student Expectations - Teachers will progress monitor students using data from MAP testing, district common assessments, and classroom assessments to progress monitor each student. All grade levels will develop a data board giving information about each students' progress in reading and math. Through professional conversations teachers can make decisions about next steps based upon the progress displayed on the data board.

In addition, each student in the school will have a data binder. In the data binder students will have the opportunity to set academic and personal goals and monitor their progress. Teachers have created different progress monitoring graphic organizers to assist students in documenting their own growth and progress. In the lower grades students also use these to track their own behavior. This strategy will work because students will be more responsible for their own learning, progress, and have a greater sense of ownership over their growth.

Category: Continuous Improvement

Research Cited: J. Hatte-Visible Learning

Activity - Success Criteria	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display and discuss success criteria with students after reviewing academic expectations. Success criteria may include: rubrics, exemplars, modeling, verbal and written explanations of how to be successful.	Academic Support Program	01/12/2015	05/20/2016	\$0 - No Funding Required	Teachers, principal

Activity - Student Leadership Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will progress monitor academic and behavior accomplishments through goal setting and using graphic organizers to graph progress towards these goals and standards.	Academic Support Program	08/11/2014	05/20/2016	\$800 - General Fund	All teachers

Activity - Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graphic organizer to provide feedback to the teacher regarding teaching and learning through a test score analysis for classroom reading, math, social studies, and science assessments.	Academic Support Program	11/24/2014	05/20/2016	\$0 - No Funding Required	teachers

Strategy4:

Cooperative Learning - Teachers will actively plan for and use KAGAN cooperative learning structures to enhance student engagement in learning. These will be documented by lesson plans and classroom observations.

Category: Learning Systems

Research Cited: Kagan Cooperative Learning

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - KAGAN structures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan structures daily to involve students in their learning and increase student level of engagement and accountability.	Academic Support Program	11/05/2014	05/20/2016	\$10000 - District Funding	Teachers

Strategy5:

The Leader in Me - Teachers will learn about The Leader in Me through a summer 2014 book study. The Leader in Me habits will be posted throughout the building and in classrooms. Teachers will use these habits to frame the culture of their classroom and the school climate. The habits will be emphasized throughout the school year and highlighted by all school staff members. The focus of this school year will be to learn and practice the habits in teachers' and students' lives.

Category: Continuous Improvement

Research Cited: The 7 Habits of Happy Kids- Sean Covey

Activity - Teacher Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers on the Lighthouse committee will meet twice a month to review the progress of academics, culture, and leadership through The Leader in Me.	Professional Learning	08/05/2015	05/20/2016	\$0 - No Funding Required	Lighthouse team members, principal, counselor

Activity - The 7 Habits of Happy Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will direct teach and model the 7 habits in all classrooms.	Behavioral Support Program	08/06/2014	05/20/2016	\$5000 - General Fund	teachers, counselor, principal

Activity - Leader in Me Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited for multiple family nights to learn about the Leader in Me and to give input on their students' progress.	Parent Involvement	01/04/2016	03/31/2016	\$800 - Other	Teachers, students, principal, counselor

Activity - Student Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given leadership roles in the building, classroom and school wide, to build leadership capacity.	Behavioral Support Program	08/05/2015	05/20/2016	\$3500 - General Fund	Teachers, principal, students, counselor

Strategy6:

Teacher Collaboration - Teachers will collaborate with instructional coaches to determine best practices to instruct students and to discuss assessment data. Teachers will use instructional coaches to model lessons, act as a resource, and assist them in planning rigorous, standard based instruction.

Category: Professional Learning & Support

Research Cited: Jim Knight-Instructional Coaching

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with instructional coaches to desegregate data, make instructional decisions, use high yield instructional strategies, co-teach/model lessons, and assist with planning engaging lesson plans.	Professional Learning	08/11/2014	05/20/2016	\$0 - No Funding Required	Teachers, instructional coaches, principal

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-monthly to review assessment data, make instructional decisions, and share successful, high yield instructional strategies.	Professional Learning	08/05/2015	05/20/2016	\$0 - No Funding Required	teachers, staff, instructional coaches

Strategy7:

Data Drive Interventions - Teachers will use student data to create differentiated instruction and intervention/enrichment groups.

Category: Continuous Improvement

Research Cited: John Hatte-Visible Learning

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl team will review MAP data to create Tier 2 and Tier 3 instructional groups to further teach and support students as they learn content through researched based instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Rtl team , principal, counselor

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data to create ESS groups to give students further time and support to learn content.	Academic Support Program	09/22/2014	05/20/2016	\$12000 - Title I Part A	Teachers and instructional assistants

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

Goal 1:

KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19

Measurable Objective 1:

demonstrate a proficiency by increasing academic areas: Reading from 66.7% in 2014-15 to 70.8% in 2015-16; Math from 70.6% in 2014-15 to 74% in 2015-16; Social Studies from 82.1%% in 2014-15 to 82.1% in 2015-16; and Writing from 74.4%% in 2014-15 to 75% in 2015-16. by 05/15/2015 as measured by KPREP results released in the fall of each school year. .

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Strategy1:

Kindergarten Readiness - School will design a series of activities to support families in preparing their child to start school.

Category: Early Learning

Research Cited: University Early Childhood Research Institute

Activity - Kindergarten Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to a Kindergarten Readiness Night to view kindergarten classrooms and expectations. Parents will receive information and resources regarding kindergarten readiness.	Parent Involvement	04/21/2016	05/20/2016	\$500 - FRYSC	kindergarten teachers, FRCYSC, principal

Activity - Kindergarten Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Family Resource Director will visit all homes of incoming K students in the spring to discuss kindergarten readiness, and support with resources and materials.	Academic Support Program	02/29/2016	05/20/2016	\$500 - FRYSC	teachers, principal, FRC director

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

Goal 1:

KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19

Measurable Objective 1:

demonstrate a proficiency by increasing academic areas: Reading from 66.7% in 2014-15 to 70.8% in 2015-16; Math from 70.6% in 2014-15 to 74% in 2015-16; Social Studies from 82.1%% in 2014-15 to 82.1% in 2015-16; and Writing from 74.4%% in 2014-15 to 75% in 2015-16. by 05/15/2015 as measured by KPREP results released in the fall of each school year. .

Strategy1:

Kindergarten Readiness - School will design a series of activities to support families in preparing their child to start school.

Category: Early Learning

Research Cited: University Early Childhood Research Institute

Activity - Kindergarten Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers and Family Resource Director will visit all homes of incoming K students in the spring to discuss kindergarten readiness, and support with resources and materials.	Academic Support Program	02/29/2016	05/20/2016	\$500 - FRYSC	teachers, principal, FRC director

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Kindergarten Family Night	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited to a Kindergarten Readiness Night to view kindergarten classrooms and expectations. Parents will receive information and resources regarding kindergarten readiness.	Parent Involvement	04/21/2016	05/20/2016	\$500 - FRYSC	kindergarten teachers, FRCYSC, principal

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

Goal 1:

KPREP Goal- CES students will increase proficiency: Reading from 63.5 in 13-14 to 81.8% in 18-19; Math from 61.8 in 13-14 to 80.9 in 18-19; Social Studies from 70.6% in 13-14 to 85.3% in 18-19; and Writing from 60.5% in 13-14 to 80.3 in 18-19

Measurable Objective 1:

demonstrate a proficiency by increasing academic areas: Reading from 66.7% in 2014-15 to 70.8% in 2015-16; Math from 70.6% in 2014-15 to 74% in 2015-16; Social Studies from 82.1%% in 2014-15 to 82.1% in 2015-16; and Writing from 74.4%% in 2014-15 to 75% in 2015-16. by 05/15/2015 as measured by KPREP results released in the fall of each school year. .

Strategy1:

Constructive Feedback - Master teachers use every assignment, assessment, and grade as feedback, both to themselves and to their students. They gather as much feedback as possible through a variety of assessments, and set up red flag mechanisms that help them objectively interpret the feedback their assignments and assessments render. They analyze this feedback to assess where students are in relationship to the objective and revise their instructional approach in order to better meet students' needs. Master teachers also provide students with feedback designed to coach them toward a better performance. Master teachers help students collect and analyze their own data and understand what their grades really mean. And, by showing students how to use even their failures as feedback and giving them opportunities to reassess, master teachers help students learn from their failures and use more effective effort to succeed in the future.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Robyn Jackson-Never Work Harder Than Your Students

Activity - Standards Based Grading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide students with time and opportunities to relearn, differentiate instruction through reteaching and intervention to give students multiple opportunities to master grade level standards.	Academic Support Program	08/11/2014	05/20/2016	\$0 - No Funding Required	teachers, principal

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Written and Oral Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give students written and oral feedback to coach students to better performance.	Academic Support Program	08/11/2014	05/20/2016	\$0 - General Fund	Teachers and support staff

Activity - Self Assessment/Peer Feedback	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use test analysis and data binders to collect and analysis their own data for self assessment and peer assessment. Students will use this data to create goals and action plans.	Academic Support Program	01/12/2015	05/20/2016	\$0 - No Funding Required	Teachers, principal

Strategy2:

Teacher Collaboration - Teachers will collaborate with instructional coaches to determine best practices to instruct students and to discuss assessment data. Teachers will use instructional coaches to model lessons, act as a resource, and assist them in planning rigorous, standard based instruction.

Category: Professional Learning & Support

Research Cited: Jim Knight-Instructional Coaching

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet bi-monthly to review assessment data, make instructional decisions, and share successful, high yield instructional strategies.	Professional Learning	08/05/2015	05/20/2016	\$0 - No Funding Required	teachers, staff, instructional coaches

Activity - Instructional Coaches	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collaborate with instructional coaches to desegrate data, make instructional decisions, use high yield instructional strategies, co-teach/model lessons, and assist with planning engaging lesson plans.	Professional Learning	08/11/2014	05/20/2016	\$0 - No Funding Required	Teachers, instructional coaches, principal

Strategy3:

Cooperative Learning - Teachers will actively plan for and use KAGAN cooperative learning structures to enhance student engagement in learning. These will be documented by lesson plans and classroom observations.

Category: Learning Systems

Research Cited: Kagan Cooperative Learning

Activity - KAGAN structures	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Kagan structures daily to involve students in their learning and increase student level of engagement and accountability.	Academic Support Program	11/05/2014	05/20/2016	\$10000 - District Funding	Teachers

Strategy4:

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Individual Progress Monitoring/Student Expectations - Teachers will progress monitor students using data from MAP testing, district common assessments, and classroom assessments to progress monitor each student. All grade levels will develop a data board giving information about each students' progress in reading and math. Through professional conversations teachers can make decisions about next steps based upon the progress displayed on the data board.

In addition, each student in the school will have a data binder. In the data binder students will have the opportunity to set academic and personal goals and monitor their progress. Teachers have created different progress monitoring graphic organizers to assist students in documenting their own growth and progress. In the lower grades students also use these to track their own behavior. This strategy will work because students will be more responsible for their own learning, progress, and have a greater sense of ownership over their growth.

Category: Continuous Improvement

Research Cited: J. Hatte-Visible Learning

Activity - Test Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will use graphic organizer to provide feedback to the teacher regarding teaching and learning through a test score analysis for classroom reading, math, social studies, and science assessments.	Academic Support Program	11/24/2014	05/20/2016	\$0 - No Funding Required	teachers

Activity - Student Leadership Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in grades K-5 will progress monitor academic and behavior accomplishments through goal setting and using graphic organizers to graph progress towards these goals and standards.	Academic Support Program	08/11/2014	05/20/2016	\$800 - General Fund	All teachers

Activity - Success Criteria	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will display and discuss success criteria with students after reviewing academic expectations. Success criteria may include: rubrics, exemplars, modeling, verbal and written explanations of how to be successful.	Academic Support Program	01/12/2015	05/20/2016	\$0 - No Funding Required	Teachers, principal

Strategy5:

The Leader in Me - Teachers will learn about The Leader in Me through a summer 2014 book study. The Leader in Me habits will be posted throughout the building and in classrooms. Teachers will use these habits to frame the culture of their classroom and the school climate. The habits will be emphasized throughout the school year and highlighted by all school staff members. The focus of this school year will be to learn and practice the habits in teachers' and students' lives.

Category: Continuous Improvement

Research Cited: The 7 Habits of Happy Kids- Sean Covey

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Leader in Me Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be invited for multiple family nights to learn about the Leader in Me and to give input on their students' progress.	Parent Involvement	01/04/2016	03/31/2016	\$800 - Other	Teachers, students, principal, counselor

Activity - Student Leadership	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be given leadership roles in the building, classroom and school wide, to build leadership capacity.	Behavioral Support Program	08/05/2015	05/20/2016	\$3500 - General Fund	Teachers, principal, students, counselor

Activity - Teacher Lighthouse Team	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers on the Lighthouse committee will meet twice a month to review the progress of academics, culture, and leadership through The Leader in Me.	Professional Learning	08/05/2015	05/20/2016	\$0 - No Funding Required	Lighthouse team members, principal, counselor

Activity - The 7 Habits of Happy Students	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will direct teach and model the 7 habits in all classrooms.	Behavioral Support Program	08/06/2014	05/20/2016	\$5000 - General Fund	teachers, counselor, principal

Strategy6:

Data Drive Interventions - Teachers will use student data to create differentiated instruction and intervention/enrichment groups.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Activity - Extended School Services	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use student data to create ESS groups to give students further time and support to learn content.	Academic Support Program	09/22/2014	05/20/2016	\$12000 - Title I Part A	Teachers and instructional assistants

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rtl team will review MAP data to create Tier 2 and Tier 3 instructional groups to further teach and support students as they learn content through researched based instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	Rtl team , principal, counselor

Strategy7:

Formative Evaluation - Teachers will create and administer common assessments and benchmark assessments as scheduled on standards based pacing guide. Teachers will use this data to make instructional decisions regarding their practice and student progress.

Category: Learning Systems

Research Cited: Rick Stiggins-Assessment for Learning

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Common Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will give common assessments in reading and math to track student progress and to make reflective instructional decisions.	Academic Support Program	09/08/2014	05/20/2016	\$0 - No Funding Required	teachers, principal, counselor

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

- CES GAP students will increase proficiency rates as follows: Reading 52.1% in 2013-14 to 76.1% in 2017-18; Math 51.8% in 2013-14 to 75.9% in 2017-18; Social Studies 57.2% in 2013-14 to 78.6% in 2017-18; Writing 52.9% in 2013-14 to 76.5 in 2017-18

Measurable Objective 1:

demonstrate a proficiency to increase the combined reading and math proficient/distinguished percentage from 58.9% in 2014-2015 to 61.6% in 2015-2016 by 05/20/2016 as measured by KPREP results released in the fall of the school year.

Strategy1:

Progress Monitoring - Teachers and students will use data to progress monitor, set goals, and determine next steps to meet student academic needs.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Activity - Student Leadership Binders	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will use their student leadership binder to set goals and mark progress towards mastery of standards. Teachers will use this information to deliver data driven instruction.	Academic Support Program	08/05/2015	05/20/2016	\$0 - No Funding Required	teachers, students, principal

Strategy2:

Teacher Professional Development - Teachers will expand their knowledge and pedagogy with working with students in poverty.

Category: Professional Learning & Support

Research Cited: Robyn Jackson/Ruby Payne Framework for Poverty

Activity - Motivating Reluctant Learners Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will study Robyn Jackson's work "Motivating Reluctant Learners" in a book study and apply strategies to their classroom.	Professional Learning	10/13/2015	01/19/2016	\$200 - General Fund	teachers, principal

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Activity - Ruby Payne-Understanding the Framework of Poverty	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher will study Ruby Payne's work in a book study and apply strategies to their classroom.	Professional Learning	01/05/2016	05/20/2016	\$500 - General Fund	Principal, Counselor, Teachers

Strategy3:

Study Skills - Identified students will receive support through direct teaching of, practice, and support of study skills.

Category: Continuous Improvement

Research Cited: John Hattie-Visible Learning

Activity - Study Buddy Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will partner up with peer tutors and adult volunteers to practice concepts, learn study skills, and receive support to practice and study. Students may also receive study skills lesson from counselor.	Academic Support Program	01/11/2016	05/20/2016	\$500 - Other	teachers, principal, counselor

Strategy4:

Interventions - Students will be placed in specific intervention groups based upon classroom data. Intervention groups may be Tier One/Rtl or Tier 2/Rtl groups in the classroom. Students will also receive, if needed, strategic, specific, targeted interventions through more intensive Tier 3 services.

Category: Learning Systems

Research Cited: Mike Mattos- Interventions that Work

Activity - ESS/Rtl	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be placed in specific intervention groups based upon classroom data. Intervention groups may be Tier One/Rtl or Tier 2/Rtl groups in the classroom. Students will also receive, if needed, strategic, specific, targeted interventions through more intensive Tier 3 services. Students will also be enrolled in ESS program for more time and instruction.	Academic Support Program	10/13/2015	05/20/2016	\$10000 - Title I Part A	teachers, Rtl team, principal, ESS team

Activity - Compass Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Compass Learning to specifically target student areas through teacher created pathways. This can be a part of the regular classroom work or through ESS.	Academic Support Program	09/22/2014	05/20/2016	\$0 - District Funding	Teachers, principal, counselor

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

All Program Reviews will receive a proficient score.

Measurable Objective 1:

demonstrate a proficiency by using the Program Reviews to determine the success of the arts/humanities, practical living/career, writing, and primary programs by 05/15/2015 as measured by the rubrics for each of the specific Program Reviews.

Strategy1:

Writing Program - Teachers will adhere to the school wide writing program to ensure consistent writing teaching, feedback, and progress at all grade levels.

Category: Continuous Improvement

Research Cited:

Activity - Rubrics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop and use rubrics with students on a regular basis. In addition, teachers will co-develop rubrics with students so that students are aware of success criteria.	Academic Support Program	12/08/2014	05/15/2015	\$400 - General Fund	teachers, principal, instructional coaches

Activity - Research Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers, under the direction of the school librarian, will learn to use the Super 3 (K-3) or the Big 6 (grade 3-5) research model. These models will allow students to select the research that is best for them and base it on their own interest.	Academic Support Program	01/12/2015	05/15/2015	\$1000 - General Fund	Librarian, teachers, principal

KDE Assurances - School

Introduction

KDE Assurances - School

DRAFT

Assurances

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

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

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

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

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

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

KDE Comprehensive School Improvement Plan

Calvary Elementary School

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

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

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

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

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes		

KDE Comprehensive School Improvement Plan

Calvary Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school assigned paraprofessionals who met the requirements of Highly Qualified under ESEA to work with targeted assistance programs and activities.	Yes		

Label	Assurance	Response	Comment	Attachment
Federal Program Funds	The school allocated and spent federal program funds only on programs and activities for identified eligible students. The school maintained appropriate financial records on its Title I, Part A programs and activities.	Yes		

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

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

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

KDE Comprehensive School Improvement Plan

Calvary 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		

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

Label	Assurance	Response	Comment	Attachment
Teacher Quality	The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.	N/A	All teachers at CES 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, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.	Yes		

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

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

KDE Comprehensive School Improvement Plan

Calvary Elementary School

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

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

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

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

The Missing Piece

Introduction

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

DRAFT

Stakeholders

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

McKenzie Hardin, parent member of SBDM
Kandace Spalding, parent member of SBDM

DRAFT

Relationship Building

Overall Rating: 2.86

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	District and school staff provide training to involve all stakeholders in the process of improving the interaction between school, home and community.	Distinguished

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

	Statement or Question	Response	Rating
2.5	School staff involves parents in personal communication about their students' progress at least once a month.	School staff involves parents in personal communication about their students' progress at least once a month.	Proficient

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	Staff occasionally asks for feedback on school's efforts to welcome and engage parents, in an informal or casual way with no regular data collection.	Apprentice

Communications

Overall Rating: 3.29

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

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	District/school staff, parents and community stakeholder's work together to learn from the use of all resources available to meet the student's and parent's learning needs.	Distinguished

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

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

	Statement or Question	Response	Rating
3.5	School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

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

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

DRAFT

Decision Making

Overall Rating: 2.43

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

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair reports feedback to head of largest parent organization who then decides further dissemination methods or input. There is no provision for parent input other than as required by school law.	Apprentice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are sometimes encouraged to take part in discussions about school improvement.	Apprentice

KDE Comprehensive School Improvement Plan

Calvary Elementary School

	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

DRAFT

Advocacy

Overall Rating: 2.83

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

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

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

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

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

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

Learning Opportunities

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
6.2	School staff makes systematic use of written communications (for example, newsletters, websites, and bulletin boards) to help parents understand their own children's progress and the progress of the school.	School staff makes systematic use of written communications (for example, newsletters, Web sites, bulletin boards) to help parents understand their own children's academic progress and the progress of school.	Proficient

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

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

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

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

Community Partnerships

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Some teachers ensure that students participate in programs within the community that are linked to student learning.	Apprentice

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

	Statement or Question	Response	Rating
7.4	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	District and school staffs collaborate with all willing organizations to support parents and advocates in addressing individual student needs.	Distinguished

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	District staff and school leadership ensures all stakeholders are aware of community based learning opportunities that are linked to student-specific needs.	Distinguished

Reflection

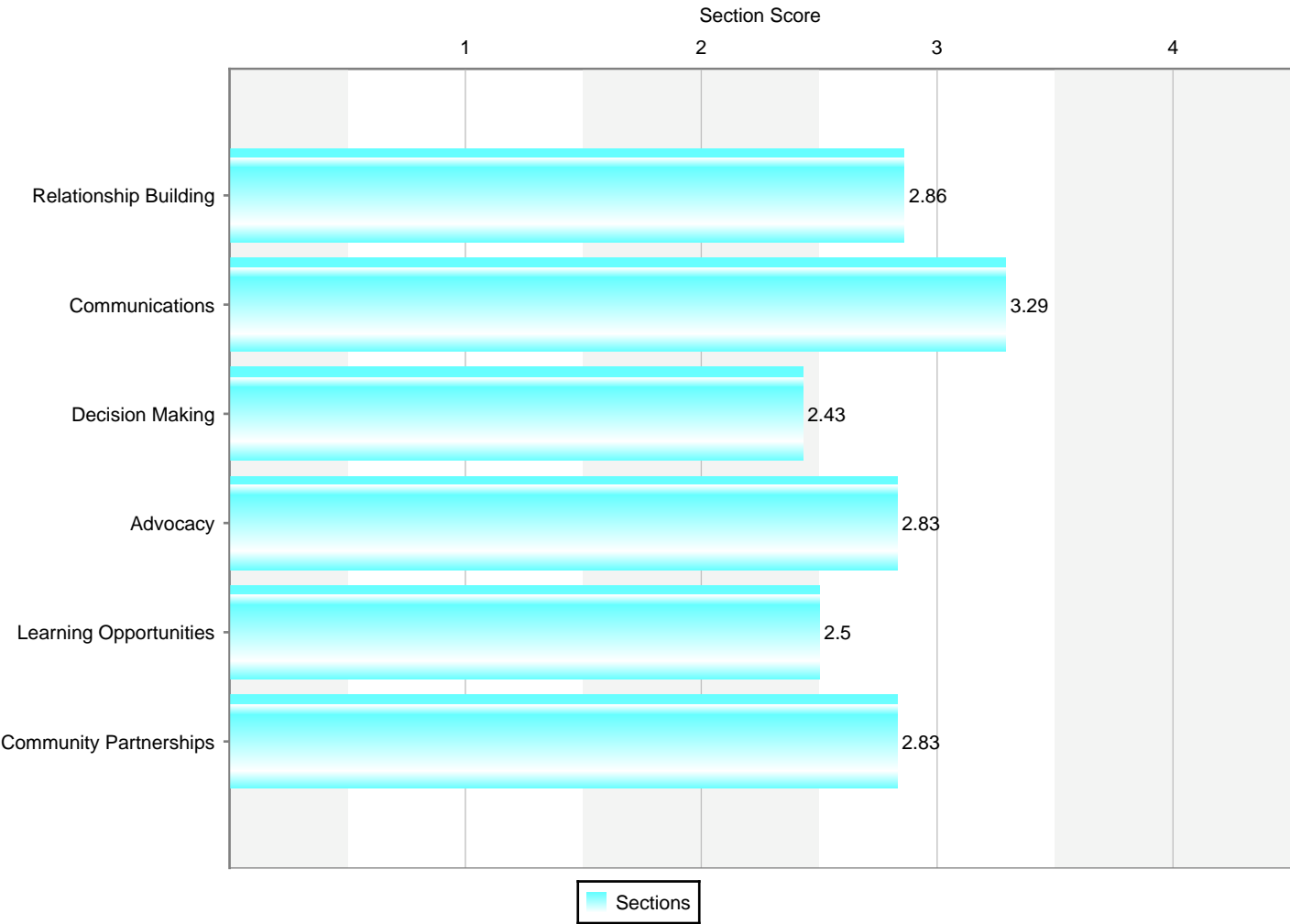
Reflect upon your responses to each of the Missing Piece objectives.

Calvary Elementary does have active parent involvement and commitment for students' success. However, CES needs a more intentional plan to seek out parent involvement and use this involvement to improve school achievement. Calvary plans on implementing a parent Lighthouse team which is a component to The Leader in Me to address some of these issues.

DRAFT

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

DRAFT

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Parents were informed of their role through the Parent Involvement Policy and Parent Teacher Contract. Parents are made aware of school activities through updated school website, classroom websites, weekly teacher newsletters, monthly principal newsletters, and the One Call Now system. SBDM meeting dates are posted monthly as well as announced on the local radio station. SBDM meetings are held after school hours to allow parents an opportunity to attend. PTO meetings are scheduled during the evening hours to assist parents who work during the day.

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

SBDM parents have the most influence in the improvement plan at CES. During SBDM meetings parents and visitors have the opportunity to listen and discuss ideas for school improvement. Regular updates with data are discussed. The CSIP is a major part of the SBDM discussions. Before approval SBDM parents have the opportunity to add suggestions to the document.

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

The final improvement plan will be linked to our school website. Information regarding access to the plan will be described in principal newsletter. Copies will be made available to the school for parents who request a written copy. The school will also host 4 parent nights in which parents will receive information regarding school data and progress. During these parent nights parents will be able to give suggestions and feedback. In addition, parents will be surveyed at the end of the school year to assist in identifying areas of school growth.

School Safety Report

Introduction

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

DRAFT

School Safety Requirements

Label	Assurance	Response	Comment	Attachment
1.	Does each school have a written Emergency Management Plan (EMP)?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	November 21, 2013	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	November 21, 2013	

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

Label	Assurance	Response	Comment	Attachment
5.	Has the EMP been reviewed and revised as needed by the SBDM council, principal, and first responders (annually)?	Yes	August 4, 2015	

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

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

Label	Assurance	Response	Comment	Attachment
8.	Are evacuation routes posted in each room at any doorway used for evacuation, with primary and secondary routes indicated?	Yes		

KDE Comprehensive School Improvement Plan

Calvary Elementary School

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	9-27-2011	

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

Label	Assurance	Response	Comment	Attachment
11.	Has each school developed and adhered to practices designed to ensure control of access to each school (i.e., controlling access to exterior doors, front entrance, classrooms, requiring visitor sign-in and display of identification badges)?	Yes		

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire: August 11, 2015, August 14, 2015 Lockdown: August 18, 2015 Severe Weather: August 13, 2015 Earthquake: August 12, 2015	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes	Class size reports School achievement data TELL survey results Discipline Data School Wide surveys	

What are the barriers identified?

1. Large class sizes (teachers are at or above caps)
2. Lack of adequate work space (special areas such as ECE, speech, literacy, Rtl have shared space, music room, stage, and nurses area are shared, library/art has shared space)

What sources of data were used to determine the barriers?

TELL survey
Class size reports
Equity tab on the school report card

What are the root causes of those identified barriers?

1. Physical school space in need of renovation
2. Increase in population in community/school

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

The PGES system reports that 12.5% of teachers perform at the exemplary level and 87.5% of teachers are at the accomplished level.

Equitable Access Strategies

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

The SBDM council reviews the student assignment policy each year.

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

Principals along with collaboration of staff assign students to classrooms based upon multiple sources of data.

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

Calvary Elementary only had 1 teacher leave the school to pursue a career in another field. CES targets recruitment of effective and diverse teacher by working closely with the local universities and with college level students in teacher prep programs. CES provides high quality mentoring and feedback to all new teachers.

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

The council explores applicants with special skills such as working with low income students, ELL, and ECE.

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

The school retains effective teachers by providing them the support, praise, and feedback needed to be and feel successful. Master teachers with a desire to assist new teachers are chosen to be mentors. Teachers have the support of administration needed to be successful.

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

New teacher induction program is provided to all new teachers in the district. Instructional coaches provide on-going support as needed throughout the school year. Monthly PD academies help to address different topics by request for all teachers but especially new teachers.

SY 2015-2016

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

Principals along with instructional coaches are monitoring student learning data with frequent visits to the classroom to observe. Coaching feedback is a priority of the school and professional learning is on-going for these groups so that we are constantly learning ways to support and help teachers be more effective in the classroom.

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

TELL survey results are analyzed to help determine learning topics for teacher professional development meetings. These results also help to understand the needs of teachers in the building so that administration can provide the appropriate classroom support and human resources.

Questions

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

Activities include:

1. Professional Learning Communities
2. Use of instructional aides
3. School wide book studies on motivating learners and teaching student in poverty
4. School wide professional development with On Demand Writing