

CAWOOD ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

SCHOOL ASSURANCE REVIEW SCHOOL YEAR 2010-2012

The Cawood Elementary school council and school planning committee reviewed the Assurances in the *Kentucky Comprehensive Improvement Planning School Framework* (2003) prior to approval of our plan.

Chairperson, School Council

DATE

Chairperson, School Planning Committee

DATE

Plan Approved by the School Council:

Date

School Council Members:

Michael Cox, Chairperson	
Michelle Brewer, Parent Representative	
Crystal Creech, Parent Representative	
John Carter, Teacher Representative	
Kim Hooten, Teacher Representative	
Lisa Soublo, Teacher Representative	

EXECUTIVE SUMMARY

Cawood Elementary School

MISSION STATEMENT

Create A Way to Open Opportunity's Door

VISION

The faculty and staff of Cawood Elementary School accepts the challenge to encourage and assist all students in becoming productive members of society through the development of self-responsibility and self-motivation while fostering positive growth toward high levels of academic performance, technical advances, social/emotional behaviors, and attitudes.

PLAN SUMMARY

Our comprehensive plan is comprised of three major components: Academic Performance, Learning Environment and Efficiency. These three major components are taken from the Standards and Indicators for School Improvement.

Academic Performance is centered on the first three standards of SISI which are curriculum, assessment and instruction. Our curriculum will be rigorous, intentional and aligned with the state and local standards. Our assessments will target multiple assessments by utilizing various assessment strategies and evaluations to support the proficient work expected of our students. Our instruction will focus on varied research based instructional strategies that are rigorous, authentic and aligned with standards that reflect student learning.

Learning Environment is centered around SISI standards 4, 5 and 6 which are 4 - school culture, 5 - student, family and community support, and 6 – professional development, growth and evaluation. Our school culture will be focused on becoming a learning environment more conducive to student achievement with less time spent on dealing with discipline. We will continue to seek every opportunity to elicit student, family and community support to help relieve barriers to learning. Cawood Elementary utilizes their FRYSC as a liaison between the school and the community. FRYSC promotes programs and services to ensure that families and the community are active partners in the educational process. FRYSC provides supplementary educational opportunities in the form of programs both during and after school. Our professional development will be aligned with the needs of our students, faculty, and new district initiatives that we are required to complete.

Efficiency is centered on the last three standards in SISI which are 7 – leadership, 8 – organizational structures and resources, and 9 – comprehensive and effective planning. Our leadership will focus on support for teaching and learning to support a learning culture with high performance expectations. Our organizational structure will focus on both student and teacher proficiency. Our comprehensive and effective planning will focus on teaching and learning with increased input from parents and community members.

Planning Process

Staff meetings were held to conduct an analysis of KASC graphs, KASC gap analysis, NCLB School Report, CATS data, and the results from the KASC School Improvement Planning Kit surveys. The staff divided into groups to more thoroughly study and analyze all available data. From this data the groups identified the school needs and reported to the Site Based Council. The Council then determined the school’s priority needs.

After the initial faculty meetings, members of the school staff analyzed the findings. From this analysis, goals were written to address the priority needs. This was then submitted to the staff for review, input, and approval. The staff then met at various times to develop appropriate strategies aimed at achieving the identified objectives of the school.

Implementation of the Plan is expected to achieve the following: An increase in the number of students scoring proficient or higher in all of the core content areas on the KCCT assessment, an increase in CTBS scores, improve the learning environment, increase efficiency of the school and increase equity among students. Monthly reports will be provided to the SBDM. Implementation and Impact checks will be completed ending August 31, December 31 and the last day of school (May).

Input from the public was received in the form of parental responses on the KASC School Improvement Kit surveys. Additionally, the meetings were open to the public and the Site Based Council reviewed each step in the planning process. A copy of the completed plan will be placed in the school’s library and office, and in the central office for public review and comment.

Committees:

Academic Performance Component Committee

Crystal Collins, Title I Teacher-Parent
Steve Daniel, Teacher-Parent
Tamara Ellis, Media Specialist
Kim Hooten, Teacher - Parent
Wanda Harris, Teacher
Tonnie Middleton, Aide – Parent
Chasity Bumgardner, Aide - Parent
Julie Roberts, Teacher
Karin Floyd, Teacher - Parent
Joyce Williamson, Teacher
Connie Davis, Teacher
Donnie Britton, Teacher
Lisa Soublo, Teacher - Parent

Learning Environment Component Committee

Jacqueline Hensley, Title I Teacher
Rene' Rhymmer, Teacher
Michelle Landis, Teacher - Parent
Jeff Ramsey, Teacher - Parent
Teddy Stephens, Teacher - Parent
Janie Brock, Teacher
Michael Cox, Principal – Parent
Michelle Brewer – Parent
Tammy Brewer - Parent
Cathy York FRYSC
Melissa Hensley, FRYSC
Mary Johnson, Aide
Carol Jones, Aide
Kellie Caldwell – Parent
Gina Cox – Parent
Sheba Ramsey, Teacher - Parent

Efficiency Component Committee

Melinda Sergent, Assistant Principal - Parent
Priscilla Britton, Teacher
Linda Howard, Teacher - Parent
John Carter, Teacher
Cheryl Daniel, Teacher-Parent
Scott Caldwell, Counselor - Parent
Patricia Burgan, Teacher
Tabatha Morris, Teacher
Bennie Engle, Aide

Cawood Elementary School Improvement Plan Committee

Tamara Ellis, Media Specialist
Tonnie Middleton, Aide - Parent
Sheba Ramsey, Teacher-Parent
Rene' Rhymmer, Teacher
Lisa Cook, Parent
Crystal Collins, Teacher-Parent

ACTION COMPONENT

Academic Performance

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Tamara Ellis

School Name Cawood Elementary

Current Date

November 12, 2010

Priority Need	Goal
<p>In our 2010 NCLB results, we had:</p> <p>Reading: 77.23% Proficient or Distinguished</p> <p>Math: 76.77% Proficient or Distinguished.</p>	<p>In our 2012 NCLB results, we will have:</p> <p>Reading: 86.61% Proficient or Distinguished</p> <p>Math: 79.87% Proficient or Distinguished.</p>
Causes of the Need	Objectives For Reaching the Goal
<p>A. Our school's curriculum needs to be rigorous, intentional and aligned with state standards. (Standard 1)</p> <p>B. Students are unable to articulate the academic expectations in each class and know what is required to be proficient. (Standard 2)</p> <p>C. Our school's instructional program is inadequate in actively engaging all students using effective, varied, and research-based practices to improve student academic performance. (Standard 3)</p>	<p>A. Our school will implement a curriculum that is rigorous, intentional and aligned to state and local standards. (Standard 1)</p> <p>B. Our students will articulate the academic expectations in each class and know what is required to be proficient. (Standard 2)</p> <p>C. Our school's instructional program will be adequate in actively engaging all students using effective, varied, and research-based practices to improve student academic performance. (Standard 3)</p>

Academic Performance

Evidence of Causes		Measures of Objectives (Practice and Results)				
<p>A.1. According to the 2010 KASC Student Survey 14% of students do not feel that their classes challenge them to think and solve problems.</p> <p>B.1 According to the 2010 KASC Student Surveys 11% of students did not feel that their teachers expect them to be successful.</p> <p>C.1. According to the 2010 KASC Family Perspectives Survey 14% of parents feel that teachers do not make adjustments to meet individual student’s needs.</p>		<p>A.1. By June 2012, KASC Student Survey will indicate 88% of students feel that their classes challenge them to think and solve problems.</p> <p>B.1 By May 2012, the KASC Student Surveys will indicate that 95% of students will feel that their teachers expect them to be successful.</p> <p>C.1. By May 2012, KASC Family Perspectives Survey will indicate 88% of parents feel that teachers make adjustments to meet individual student’s needs.</p>				
Objective A: Our school will implement a curriculum that is rigorous, intentional and aligned to state and local standards. (Standard 1.1a)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. All teachers will use KCCT, IOWA Test of Basic Skills, universal screeners Diagnostic Online Reading and Math Assessments (DORA and DOMA) and Explore test results to assess weaker areas of the curriculum and create or adjust lesson plans to address those weaker areas, specifically reading and math.	A1	Principal / R. Rhymer	01/10	08/12	N/A	N/A
Objective B: Our students will be able to articulate the academic expectations in each class and know what is required to be proficient (Standard 2.1.c)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. All teachers will create and utilize interdisciplinary units of study that incorporates multiple assessment data which allows for self-reflection by the students. Assessments are to include KCCT format (multiple choice and open response) assessment items.	B1	Principal / P. Britton	01/10	05/12	N/A	N/A
B.1.b. All teachers will design effective formative, interim and summative classroom assessments with scoring guides and rubrics for articulation of academic expectations that are rigorous, authentic, and aligned with standards that reflect student learning.	B1	Principal / C. Daniel	01/10	05/12	N/A	N/A

Academic Performance

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.c. In accordance with Response to Intervention all students will participate in yearly continuous assessment utilizing the universal screeners <i>DORA, DOMA, KCCT, Iowa Test of Basic Skills</i> . Teachers will utilize student results to assess student needs for the annual NCLB, KCCT and Iowa Test.	B1	Principal / S. Caldwell	08/10	05/12	N/A	N/A
B.1.d. All teachers will follow Score Protocol procedures in developing Open Response and multiple choice questions and assess student work as mandated by the Harlan County Board Policy. These open response questions will be developed monthly.	B1	Principal/ Assistant Principal / D. Britton	01/10	05/12	N/A	N/A
Objective C: Our school's instructional program will be adequate in actively engaging all students using effective, varied, and research-based practices to improve student academic performance. (Standard 3)						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. Reading and Math teachers in grades 3-8 will utilize <i>KCCT Reading Coach and KCCT Math Coach</i> to inform instruction and design assessments as evidenced by teacher lesson plans and student work.	C1	Principal/ J. Ramsey	10/10	05/12	N/A	N/A
C.2.b. All teachers will differentiate their instruction to include various research based instructional strategies based on multiple intelligences and learning styles.	C2	Principal / T. Stephens	10/10	05/12	N/A	N/A
C.2.c. Administration will purchase an online subscription for <i>TumbleBooks</i> to be used as supplemental reading instruction to impact student reading scores moving them to a higher level of proficiency.	C2	Principal / J. Roberts	01/10	05/12	399.00	Title I / Instructional
C.2.d. Teachers will utilize <i>Unique Reader</i> and <i>Unique Math</i> as supplemental reading and math instruction as well as progress monitoring to impact student reading and math scores moving those students to a higher level of proficiency.	C2	Principal / P. Burgan	10/10	05/12	N/A	N/A
C.2.e. Teachers in K-3 will utilize <i>Saxon Math</i> as supplemental math instruction to impact student math scores moving those students to a higher level of proficiency.	C2	Principal / L. Soublo	01/10	05/12	N/A	N/A

Academic Performance

ACTION COMPONENT

Gap Analysis

School

District

Preliminary

Revised

District Name Harlan County Public Schools

Component Manager

Melinda Sergent

School Name Cawood Elementary

Current Date

November 12, 2010

Priority Need	Goal
<p>According to our 2008 Gap Analysis of CATS results, we had a gender gap. We had the following significant differences in scale scores:</p> <ul style="list-style-type: none"> • 3rd grade reading: 14 • 5th grade reading: 9 • 8th grade reading: 14. 	<p>On our 2011 Gap Analysis of CATS results, in reading we will have a significant difference of no more than:</p> <ul style="list-style-type: none"> • In 3rd grade: 12 • In 5th grade: 8 • In 8th grade: 12.
Causes of the Need	Objectives For Reaching the Goal
<p>A. Our school does not have adequate instructional strategies that are responsive to a student body with diverse backgrounds and learning styles, which include methods for monitoring and updating them.</p>	<p>A. Our school will have adequate instructional strategies that are responsive to a student body with diverse backgrounds and learning styles, which include methods for monitoring and updating them.</p>
Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A.1. According to findings in Cawood Elementary's 2008 Gap Analysis document, male students in the 3rd and 8th grades are not progressing at the same rate as female students in reading.</p>	<p>A.1. By June 2011, Gap Analysis will indicate equality between genders in 3rd, 5th, and 8th grade reading students scoring proficient/distinguished with a difference of no more than 12 between male and female scale scores.</p>

Academic Performance

Objective A: Our classroom instructional strategies for reading are not responsive to a student body with diverse backgrounds and learning styles.							
I PI NI	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	A.1.a. All instructors of reading grades 3-8 will utilize varied scientifically research based instructional strategies that appeal to male students as well as female.	A1	Principal / S. Ramsey	01/09	06/11	N/A	N/A
I	<i>3-31-09 All instructors of reading have utilized varied scientifically research based instructional strategies to appeal to males.</i>						
	3-31-09 Adjustment: None.						
	A.1.b. Students in grades 3-8 will participate in competitions such as Travel, etc. in which the boys compete with the girls for the championship.	A1	Principal / K. Floyd	01/09	06/11	N/A	N/A
I	<i>3-31-09 Students have competed in reading competitions throughout the school year.</i>						
	3-31-09 Adjustment: None.						
	A.1.c. All 3 rd – 8 th grade reading instructors will utilize more male students in leadership roles during class discussions and small group instruction.	A1	Principal/ K. Hooten	01/09	06/11	N/A	N/A
PI I	<i>3-31-09 Teachers have begun to utilize males in more leadership roles during reading instruction.</i> <i>11-12-10 Males are taking leadership roles during instruction.</i>						
	3-31-09 Adjustment: None 11-12-10 Adjustment: None.						
	A.1.d. Reading instructors in the grades 3-8 will utilize the <u>KCCT Reading Coach</u> to inform instruction and design assessments as evidenced by teacher lesson plans and student work.	A1	Principal/ J. Brock	01/09	06/11	N/A	N/A
I	<i>3-31-09 Reading Instructors have utilized KCCT Reading Coach during</i>						

Academic Performance

I NI PI	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	<i>instruction and assessments.</i>						
	3-31-09 Adjustment: None.						
	A.1.e. The media specialist will purchase Accelerated Reading books that are high interest lower reading level books that appeal to males.	A1	Principal/ T. Ellis	01/09	06/11	1500.00	N/A
<i>I</i>	<i>3-31-09 The media specialist will purchase these books at the beginning of the 2009-10 school year. 8-31-09 Books were purchased and received.</i>						
	3-31-09 Adjustment: Books will be purchased when funds become available next year.						
	A.1.f. FRYSC will sponsor a father/son day that includes father/son reading activities.	A1	Principal/ K. York	01/09	06/11	N/A	N/A
<i>PI</i> <i>I</i>	<i>3-31-09 This event has been planned for May 2, 2009. 11-12-10 This event took place May 2, 2009.</i>						
	3-31-09 Adjustment: None. 11-12-10 Adjustment: None.						
	A.1.g. 3 rd through 5 th grade teachers will invite male community members or authors to read to their classes.	A1	Principal/ T. Ellis	01/09	06/11	N/A	N/A
<i>PI</i> <i>I</i>	<i>3-31-09 Most teachers have asked community members to read to their classes. 11-12-10 This activity has been completed.</i>						
	3-31-09 Adjustment: None. 11-12-10 Adjustment: None.						

ACTION COMPONENT

Learning Environment

School

District

District Name Harlan County Public Schools

Preliminary
Component Manager

Revised
Rene' Rhymer

School Name Cawood Elementary

Current Date

November 12, 2010

Priority Need	Goal
The 2010 Parent/Teacher/Student surveys indicate that the school isn't fully functioning as an effective learning community and supporting a climate conducive to performance excellence.	The 2012 Parent/Teacher/Student surveys will indicate that the school is fully functioning as an effective learning community and supports a climate conducive to performance excellence.
Causes of the Need	Objectives For Reaching the Goal
<p>A. Our school is not fully functioning in providing support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.</p> <p>B. Our school has limited development in providing organizational structures that reduce barriers to learning.</p> <p>C. Our school needs to provide research-based, results driven professional development opportunities for staff to improve teaching and learning.</p>	<p>A. Our school will be fully functioning in providing support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.</p> <p>B. Our school will be fully functioning in providing organizational structures that reduce barriers to learning.</p> <p>C. Our school will provide research-based, results driven professional development opportunities for staff to improve teaching and learning.</p>
Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A.1. According to the 2010 KASC Student surveys 18% of students feel that students do not respect those who are different from them.</p> <p>B.1. According to the 2010 KASC Student surveys 13% of students feel that the school environment does not make it easy to learn.</p> <p>C.1. A review of 2010 Professional Development logs indicate the school professional development needs to be based on a long term planning for continuous professional growth leading to student proficiency. Leadership needs professional development that enhances leadership ability.</p>	<p>A.1. The 2012 KASC Student Surveys will indicate 85% of students feel that students respect those who are different from them.</p> <p>B.1. The 2012 KASC Student surveys will indicate that 90% of students feel that the school environment does make it easy to learn.</p> <p>C.1. A review of 2012 Professional Development logs indicate the school professional development is based on a long term planning for continuous professional growth leading to student proficiency. Leadership professional development is focused on enhancing leadership ability.</p>

Learning Environment

Objective A: The school functions as an effective learning community supporting student performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. Teachers in grades 4-8 will utilize gifted folders which are kept in the school library to academically challenge gifted students.	A1	Principal/ J. Hensley	01/10	05/12	N/A	N/A

Objective B: Families and the community work together to remove barriers to learning and are full active partners in educating all students.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. The school will provide for volunteer appreciation activities throughout the year such as a volunteer appreciation day, etc.	B1	Principal / L. Howard	12/10	05/12	\$1,000	General Fund / FRYSC
B.1.b. The school will host an Open House in which parents are provided with door prizes (school supplies) for their children to begin the school year.	B1	Principal / M. Landis	08/10	08/12	\$1,000	General Fund / FRYSC / Title I
B.1.c. Cawood Elementary special needs teachers and the Special Education Central Office staff will meet with the parents of special needs students to discuss the particulars of the special education program at Cawood Elementary (e.g., referrals, IEP meetings, re-evaluations, screenings, KCM report, modifications, etc.)	B1	Principal / T. Morris	09/10	04/12	\$200	Title I / Special Ed.
B. 1.d. The FRYSC program will promote and support student learning and reduce barriers to learning by providing targeted and effective support services for students and their family members to meet the unique learning needs of at-risk students. This will be evidenced by FRYSC activity log.	B2	Principal / C. Collins	12/10	05/12	N/A	FRYSC
B.1.e. The school guidance counselor will support and promote student learning by monitoring individual learning plans (ILP) for students in grades 6-8. These plans will assist students in planning their education and career needs. The counselor and teachers will use the Explore test results and Career Cruising to assist in the development of the ILP. The ILP will assist counselors and	B2	Principal / S. Caldwell	01/11	05/12	N/A	N/A

Learning Environment

Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
teachers in identifying students in need of intervention.						
B.1.f. The school guidance counselor will utilize the Explore results to assist 8 th grade students in making course selections for high school.	B2	Principal / S. Caldwell	01/11	05/12	N/A	N/A

Objective C: Our school will have a fully functioning and operational level of development and implementation in regards to professional development opportunities for staff.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
<p>C.1.a. All administrators, teachers, and support staff will attend professional development provided by the school. This professional development will enhance the professional growth of all Cawood Elementary administrators, teachers, and support staff. The Professional Development Plan will include:</p> <ul style="list-style-type: none"> • differentiated instruction • varied research based instructional strategies (i.e. Marzano, Silver & Strong, etc.) • learning styles and multiple intelligences, RTI training • integration of technology • Best Practices content specific Professional Development • Core content and Program of Studies • Transactive and On-demand writing • KCCT type assessments, • Needs identified in Professional Growth Plans. 	C1	Principal / Assistant Principal / C. Davis	12/10	05/12	N/A	PD

Efficiency

ACTION COMPONENT	<u>Efficiency</u>	<input checked="" type="checkbox"/> School	<input type="checkbox"/> District
		<input checked="" type="checkbox"/> Preliminary	<input type="checkbox"/> Revised
District Name	<u>Harlan County Public Schools</u>	Component Manager	<u>Sheba Ramsey</u>
School Name	<u>Cawood Elementary</u>	Current Date	<u>November 12, 2010</u>

Priority Need	Goal
According to a review of the performance descriptors for Kentucky’s Standards and Indicators, school leadership needs to increase its effort to support high performance expectations, and organize the school resources to maximize student and staff performance, and assist with the development of the comprehensive improvement plan that is focused on teaching and learning and involves all stakeholders.	According to a review of the performance descriptors for Kentucky’s Standards and Indicators, school leadership has increased its effort to support high performance expectations, and organize the school resources to maximize student and staff performance, and assists with the development of the comprehensive improvement plan that is focused on teaching and learning and involves a wide variety of stakeholders.
Causes of the Need	Objectives For Reaching the Goal
<p>A. School instructional decisions need to be focused on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.</p> <p>B. The organization of the school does not maximize the use of school time and other resources to maximize teaching and learning and support student and staff proficiency.</p> <p>C. The school needs to develop, implement and evaluate a comprehensive improvement plan that is focused on teaching and learning and has a clear purpose for school direction.</p>	<p>A. School instructional decisions will be focused on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.</p> <p>B. The organization of the will maximize the use of school time and other resources to maximize teaching and learning and support student and staff proficiency.</p> <p>C. The school will develop, implement and evaluate a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.</p>
Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A.1. 2010 Staff and Parent surveys indicates there is a need for the SBDM council to regularly review the school data to focus their actions on improving student academic performance.</p> <p>B.1. School visitor sign-in logs indicate that the staff has not taken full advantage of district resource teachers or outside resources to model differentiation of instruction, best practices, and instructional strategies for social studies, writing, arts & humanities and practical living/vocational studies.</p>	<p>A.1. 2012 Staff and Parent surveys will indicate that our school is at a fully functioning and operational level of development and implementation in regards to improving student academic performance.</p> <p>B.1. School visitor sign-in logs will indicate that the staff taken full advantage of district resource teachers or outside resources to model differentiation of instruction, best practices and instructional strategies for social studies, writing, arts & humanities and practical living/vocational studies.</p>

Efficiency

Evidence of Causes	Measures of Objectives (Practice and Results)
C.1. 2010 SBDM sign-in sheets and committee sign-in sheets indicate there is some parent and community involvement in the CSIP planning process; however, there is a need for more community involvement in this process.	C.1. 2012 SBDM sign-in sheets and committee sign-in sheets will indicate an increase in parent and community involvement in the CSIP planning process.

Objective A: Our school's SBDM and instructional decisions will focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
A.1.a. The school administration will ensure the implementation of each type of open response question into classroom instruction through the review process of lesson plans, walk throughs, analysis of student work, and teachers' professional growth plans.	A1	Principal / Assistant Principal / M. Sergeant	01/11	05/12	N/A	N/A
A.1.b. The school administration will ensure teachers develop and implement rigorous, authentic and aligned assessments that allow modification of instruction to support proficient student work through the review process of lesson plans, interdisciplinary units of study and principal walk throughs and observations and analysis of student work.	A1	Principal / Assistant Principal / M. Sergeant	01/11	05/12	N/A	N/A
A.1.c. School leadership will receive leadership training utilizing the following organizations: KLA, KASC, KASA, and Elementary School Principals, etc.	A1	Principal / Assistant Principal	12/10	05/12	\$1,100	PD
A.1.d. School leadership will conduct observations in the classrooms using the Harlan County Walk Through observation form.	A1	Principal	12/10	05/12	N/A	N/A

Efficiency

Objective B: Our school organization will maximize the use of all available resources to support high student and staff performance.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
B.1.a. Teachers will utilize district resource teachers and outside resources to enhance instruction of the core content specifically in writing, social studies, arts/humanities, and practical living/vocational studies.	B1	Principal / Assistant Principal	01/11	05/12	N/A	N/A

Objective C: The school will develop, implement and evaluate a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.						
Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
C.1.a. The school leadership will ensure that all staff members participate in the development and management of the school CSIP as evidenced by sign in sheets and committee rosters.	C1	Principal / T. Ellis	12/10	05/12	N/A	N/A
C.1.b. The school leadership will ensure that parent and community members are given opportunities for participation in the development of CSIP as evidenced by sign in sheets and committee rosters.	C1	Principal / Assistant Principal / M. Sergent	12/10	05/12	N/A	N/A

Efficiency

ACTION COMPONENT	American Recovery and Reinvestment Act (ARRA)	<input checked="" type="checkbox"/> School	<input type="checkbox"/> District
		<input type="checkbox"/> Preliminary	<input checked="" type="checkbox"/> Revised
District Name	Harlan County Public Schools	Component Manager	Tamara Ellis
School Name	Cawood Elementary	Current Date	November 12, 2010

Priority Need	Goal
<p>Based on a review of School Wide Program Requirements (NCLB, Title I, Part A Sections 1114 & 1119) of the components of a Title I school wide program, our school needs to:</p> <ul style="list-style-type: none"> • Implement multiple assessments that are specifically designed to provide meaningful feedback on student learning for instructional purposes • Function as an effective learning community, supporting a climate conducive to performance excellence • Increase parental involvement • Expend American Recovery and Reinvestment Act funding according to all state and federal guidelines. 	<p>Based on a review of School Wide Program Requirements (NCLB, Title I, Part A Sections 1114 & 1119) of the components of a Title I school wide program, our school will have:</p> <ul style="list-style-type: none"> • Implemented multiple assessments that were specifically designed to provide meaningful feedback on student learning for instructional purposes • Functioned as an effective learning community, creating a climate conducive to performance excellence • Increase parental involvement • Expended American Recovery and Reinvestment Act funding according to all state and federal guidelines.
Evidence of Causes	Measures of Objectives (Practice and Results)
<p>A. Based on 2008-2009 principal walkthroughs, principals indicate that they are not seeing a variety of multiple assessments of student learning to guide student instruction.</p> <p>B. According t the 2009 Needs Assessment and a review of school parental involvement records 38% of parent surveys indicate that there needs to be better communication between school and home and 33% of parents indicated they were not involved with school events/activities, etc.</p> <p>C. Based on our school budget of ARRA funding – the school will expend American Recovery and Reinvestment Act funding according to all state and federal guidelines.</p>	<p>A. After reviewing 2009-2010 principal walkthroughs, principals will indicate observation of a greater variety of multiple assessments used to guide student instruction.</p> <p>B. Based on the 2010 Needs Assessment and a review of school parental involvement records 75% of parent surveyed will indicate there is adequate communication between school and home and 80% of parents will indicate they are actively involved with school events/activities, etc.</p> <p>C. Based on a district review our school budget of ARRA funding –reviewers will find that American Recovery and Reinvestment Act funding was expended according to all state and federal guidelines.</p>

Efficiency

	Objective A: Based on 2008-2009 principal walkthroughs, principals indicate that they are not seeing a variety of multiple assessments of student learning to guide student instruction.						
<i>I</i> <i>PI</i> <i>NI</i>	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	A.1. Instructional faculty will purchase varied multiple assessment strategies materials designed to guide classroom instruction- these materials will include but not be limited to varied assessment strategies such as: T-PRO, Saxon Phonics, Saxon Math, G-Made etc. SISI; 2.1b, 2.1e	A1	Principal / M. Cox	08/09	05/10	\$10,000	ARRA
<i>PI</i> <i>I</i>	<i>8-14-09 Administration has completed several PO's for G-Made testing materials as of this date.</i> <i>10-19-2010 This activity has been completed.</i>						
	Adjustment: 8-14-09 None. 10-19-10 None.						
	A.2. Administration will purchase Smartboards, multimedia projectors, laptops, computers, mobile computer lab and other technological equipment to enhance instruction and promote student learning throughout the school environment, specifically addressing our achievement gap in reading.	A1	Principal / M. Cox	08/09	05/10	\$125,000	ARRA
<i>PI</i> <i>I</i>	<i>8-14-09 Administration has purchased multiple Smartboards, and projectors as of this date.</i> <i>10-19-10 This activity has been completed see ARRA folder in office.</i>						
	Adjustment: 8-14-09 None. 10-19-10 None.						

Efficiency

I PI NI	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	A.3 The school instructional leader will review weekly teacher lesson plans and bi-weekly informal walk-throughs to assure that teachers are planning varied multiple assessment strategies that guide classroom instruction. HCBOE E Policy:08.212, SISI:3.1d	A1	Principal / M. Cox	08/09	05/10	N/A	N/A
I	8-25-09 The principal and assistant principal have implemented this activity.						
	8-25-09 Adjustment: None.						
	A.4. School leadership will purchase supplemental general supplies such as Scan-tron sheets, scanners for testing, etc. in accordance with Title I School Wide Program guidelines.	A1	Principal / M. Cox	08/09	05/10	\$3,087.00	ARRA
PI	10-19-09 School leadership is in the process of implementation.						
I	10-19-10 This activity has been completed.						
	10-19-09 Adjustment: None. 10-19-10						
	A.5. School leadership will purchase software such as My Reading Coach to supplement regular classroom instruction; this software may include but not be limited to My Reading Coach.	A1	Principal / M. Cox	08/09	05/10	\$3,000	ARRA
PI	10-19-09 School leadership is in the process of implementation.						
I	11-12-10 This purchase has been completed.						
	10-19-09 Adjustment: None. 11-12-10 Adjustment: None.						
	A.6. School leadership will purchase supplemental books and periodicals such as Time, Weekly Reader, Current, newspapers etc. to help reduce our achievement gap in reading.	A1	Principal / M. Cox	08/09	05/10	\$4,000	ARRA
PI	10-19-09 School leadership is in the process of implementation.						
I	11-12-10 This activity has been completed.						
	10-19-09 Adjustment: None. 11-12-10 Adjustment: None.						
	A.7. Funding will be made available for instructional field trips such as a trip to the zoo or a hands-on museum to supplement regular	A1	Principal / M. Cox	08/09	05/10	\$3,000	ARRA

Efficiency

I PI NI	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	classroom instruction; these trips may include but not be limited to the trips noted above.						
PI	<i>10-19-09 School leadership is in the process of implementation.</i>						
	10-19-09 Adjustment: None.						

Objective B: According t the 2009 Needs Assessment and a review of school parental involvement records 73% of parent surveys indicate that there needs to be better communication between school and home and 82% of parents indicated they were not involved with school events/activities, etc. and 90% of parents indicated that they did not utilize the web based calendar pertaining to school activities.							
I PI NI	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	B.1. Based on research, students and parents are more likely to respond to “colored paper” rather than white. All parent communication will be sent on colored paper.	B1	Principal / M. Cox	08/09	05/10	\$1,000	ARRA
PI	<i>10-19-09 School leadership is in the process of implementation.</i>						
	10-19-09 Adjustment: None.						
	B.2. The school will purchase a copier with printer capabilities in order to accommodate the increased amount of copying required by looking at student work in the area of assessment and printing and publishing volume required for parent involvement and parent communications.	A1/B1	Principal / M. Cox	08/09	05/10	\$16,000	ARRA
I	<i>8-14-09 A copier has been purchased as of this date.</i>						
	Adjustment: 8-14-09 None.						

Efficiency

	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	B.3 At least one parent communication will be sent each nine weeks- parent information letters, calendar of events, brochures of educational programs, parent newsletters, announcements of events, parent surveys, etc.	B1	Principal / M. Cox	08/09	05/10	\$400	ARRA
<i>PI</i>	<i>10-19-09 School leadership is in the process of implementation.</i>						
<i>I</i>	<i>11-12-10 This activity has been completed.</i>						
	10-19-09 Adjustment: None. 11-12-10 Adjustment: None.						
	B. 4. The 2009-10 School Needs Assessment will be conducted in the month of August and results analyzed by September 15 th 2009.	B1	Principal / M. Cox	08/09	05/10	\$100	ARRA
<i>I</i>	<i>8-31-09 This activity has been completed.</i>						
	8-31-09 Adjustment: None.						
Objective C: Based on our school budget of ARRA funding – the school will expend American Recovery and Reinvestment Act funding according to all state and federal guidelines.							
<i>I</i> <i>PI</i> <i>NI</i>	Activity	Measure	Responsible Person	Start Date	End Date	Cost	Fund Source
	C.1. School leadership will attend training on ARRA funding and expenditures. The training will include coverage of but not be limited to: MUNIS Budget codes; federal funding matrix; Ranking Report, ARRA funds worksheet; appropriate documentation; review of the 10 components of a School Wide Program; School Improvement Planning; School Council Budgeting; Review of Title I, ARRA; Title II Part A	C1	Principal / M. Cox	8/10/09	05/10	NA	NA
<i>I</i>	<i>8-10-09 School leadership attended this training.</i>						
	Adjustment: 8-10-09 None.						
	C.2. The school leadership will complete a Title I/ARRA fund Purchase Order Worksheet to accompany all Title I/ARRA fund purchase orders. This will be submitted to the District Title I Director for approval before district purchase order approval.	C1	Principal / M. Cox	08/09	05/10	NA	NA
<i>PI</i>	<i>10-19-09 School leadership is in the process of implementation.</i>						
	10-19-09 Adjustment: None.						