



Comprehensive School Improvement Plan

Campbellsburg Elementary School
Henry County

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Introduction

The following Kentucky Department of Education resources should be referenced to assist in the development of Comprehensive School and District Improvement plans. Each document outlines the purpose and characteristics of effective plans by component.

Needs Assessment: <http://education.ky.gov/school/csip/Documents/Effective%20Needs%20Assessment.pdf>

Goals: <http://education.ky.gov/school/csip/Documents/Effective%20KBE%20Goals.pdf>

Objectives: <http://education.ky.gov/school/csip/Documents/Effective%20School%20Objectives.pdf>

Strategies: <http://education.ky.gov/school/csip/Documents/Effective%20Strategies.pdf>

Activities: <http://education.ky.gov/school/csip/Documents/Effective%20Activities.pdf>

Executive Summary: <http://education.ky.gov/school/csip/Documents/Effective%20Executive%20Summary.pdf>

KDE encourages the use of the 30-60-90 day plan template as schools incorporate and monitor the goals, objectives, strategies and activities specified in the Comprehensive Improvement Plan.

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

National data show that poor and minority students, English Language Learners and students with disabilities continue to be taught more often than their peers by inexperienced, out-of-field or ineffective teachers. As a result, the United States Department of Education (USDE) required states to develop equity plans and use evidence based strategies to address this issue. Kentucky's plan is focused on teacher preparation; recruitment, hiring and placement of teachers; providing supports for on-going, job-embedded professional learning; and strategies to retain teacher and leaders.

All districts and schools in Kentucky are required to identify barriers and develop strategies to address these issues to achieving equitable access to effective educators for students most at risk. This is being incorporated within the Comprehensive District and School Improvement Plans. This diagnostic should be used as tool for identification of barriers and a catalyst for development of strategies that will result in novice reduction for gap closure. Strategies will be incorporated into the Comprehensive School Improvement Plan.

Kentucky's Plan Submitted to U.S. Education Department

<http://education.ky.gov/teachers/PGES/Documents/Teacher%20Equity%20Plan.pdf>

Equitable Access to Effective Educators - School

| Label | Assurance | Response | Comment | Attachment |
|------------------------|--|--|----------------|--------------------------|
| School Equity Data (1) | <p>Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration. *Self-selected data could come from a variety of sources. It should be relevant to the needs of the school. Examples could include: principal, teacher or student demographic data; percentage of National Board Certified Teachers or Advanced Degrees; teacher or principal effectiveness data, TELL, turnover. **The school should complete the information in the chart ONLY for the subgroups reported in the School Report Card where the data has been suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA). Follow the steps below:</p> | I acknowledge that I have uploaded the School Equity Data. | | Campbellsburg Elementary |

Provide a brief analysis the school data from the chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators.

We have a high free and reduced meal average at 50%, on a positive note we have 18 teachers with 4 or more years of experience which should prove beneficial to instruction behavioral management and other areas.

After the data analysis is complete, the school will then identify the barriers (challenges) for some of the identified trends. An identified barrier, for example, could be higher teacher turnover in priority schools as compared with non-priority schools. Once the barriers have been identified, then root causes of why the barriers exist will be included.

I have 54 students with disabilities which causes more differentiated instruction in the classroom. We also have 50% free and reduced population which we need to understand and help with home to school relationship.

| Label | Assurance | Response | Comment | Attachment |
|------------------|--|---|----------------|-------------------|
| Goal Setting (4) | <p>Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.</p> | I acknowledge that I have uploaded the School Equity Goal Data. | | Campbellsburg |

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-

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embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

If there are strategies and activities within one of the five major goals of the CSIP, which adequately addresses equitable access, the school may select the appropriate goal, objective, strategies and activities.

OR

The school may create a new goal to address equitable access to effective educators. Once a new goal has been created, the school will need to include appropriate objectives, strategies and activities.

The school may choose to provide an optional narrative response to include any additional information, but this is not required.

Goal 1:

Campbellsburg Elementary staff will be ready to fully implement PGES for the 2014-2015 school year.

Measurable Objective 1:

demonstrate a behavior by putting the PGES expectations in place throughout the 2014-2015 school year by 05/29/2015 as measured by staff understanding, observation, and paper work..

Strategy1:

Self Reflection - - Teachers will reflect on their professional practices using the reflection for the upcoming PGES.

Category:

Research Cited:

| Activity - Electronic self reflection | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| All teachers will be able to log into EDS and access the self reflection component. | Professional Learning | 08/18/2014 | 04/10/2015 | \$0 - No Funding Required | Principal |

| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-----------------------|
| Teachers will complete the self reflection on EDS and this will be used during the summative professional conversation in the spring of 2015. | Professional Learning | 01/06/2014 | 04/10/2015 | \$0 - No Funding Required | Teachers Principal |

Strategy2:

Principal observations - - Observations using the instrument, language and process of the new PGES.

Category:

Research Cited:

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| Activity - Mini observations and discussions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The principal will conduct a mini observation with staff. | Professional Learning | 08/25/2014 | 04/10/2015 | \$0 - No Funding Required | Principal |

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

District Administrators also SBDM reviews.

Relationship Building

Overall Rating: 2.71

| | 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. | Parents and other stakeholders report that they are actively welcomed when they visit the school. | Proficient |

| | 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: 2.71

| | 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. | Student achievement data or achievement results are communicated informally to parents by school staff. | Apprentice |

| | Statement or Question | Response | Rating |
|------------|--|--|---------------|
| 3.5 | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, and opportunities for student-led conferences). | School staff implements systematic efforts to maximize parent-teacher conference participation. (For example, offering multiple locations, convenient times, follow-up with parents who do not reply to first notices, opportunities for student-led conferences). | Proficient |

| | Statement or Question | Response | Rating |
|------------|--|---|---------------|
| 3.6 | At least 50 percent of parents respond to annual school and/or district stakeholder surveys. | District-wide stakeholder surveys are given to parents and teachers encourage parents to respond. | Apprentice |

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

Decision Making

Overall Rating: 2.43

| | 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 has some parent involvement action items imbedded in a few components. They are usually not measurable, have little to no funding, and consistent implementation and impact checking is not done. | Novice |

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

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

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

Advocacy

Overall Rating: 2.67

| | 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. | There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs. | Apprentice |

| | 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. | Some parents are involved in informal conversation with school staff to address their child's individual learning needs. | Apprentice |

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

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 5.4 | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | School staff gives parents clear, complete information on the procedures for resolving concerns and filing complaints, and the council reviews summary data on those complaints to identify needed improvements. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|--|---------------|
| 5.5 | School staff ensures that parents and community members are well informed about how to become educational advocates, or how to access a trained educational advocate when needed. | School staff makes minimal effort to encourage parents to advocate for their child's academic success. | Apprentice |

| | 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. | District and school staff partners with advocates of students with disabilities and/or novice level performance to improve the way school meets student learning needs. | Distinguished |

Learning Opportunities

Overall Rating: 2.17

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

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

| | Statement or Question | Response | Rating |
|-----|---|---|------------|
| 6.3 | School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly. | School staff exhibits some student work with scoring guide and proficient level work. | Apprentice |

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

| | Statement or Question | Response | Rating |
|-----|---|--|--------|
| 6.5 | School council has a classroom observation policy that welcomes families to visit all classrooms. | School staff allows parents to visit regular education classrooms upon request. There is no school policy. | Novice |

| | Statement or Question | Response | Rating |
|-----|--|--|------------|
| 6.6 | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | Proficient |

Community Partnerships

Overall Rating: 2.5

| | 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. | School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents. | Proficient |

| | Statement or Question | Response | Rating |
|-----|---|---|---------------|
| 7.3 | School leadership collaborates with employers to support parent and volunteer participation in students' education. | School leadership collaborates with employers to support parent and volunteer participation in students' education. | Proficient |

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 7.4 | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request. | Apprentice |

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

| | Statement or Question | Response | Rating |
|-----|--|--|---------------|
| 7.6 | School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents. | School staff maintains a resource directory on some agencies, programs and services that will provide services for students. | Apprentice |

Reflection

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

Areas of strength: FRC, school to home relationship, how welcoming the school environment is.

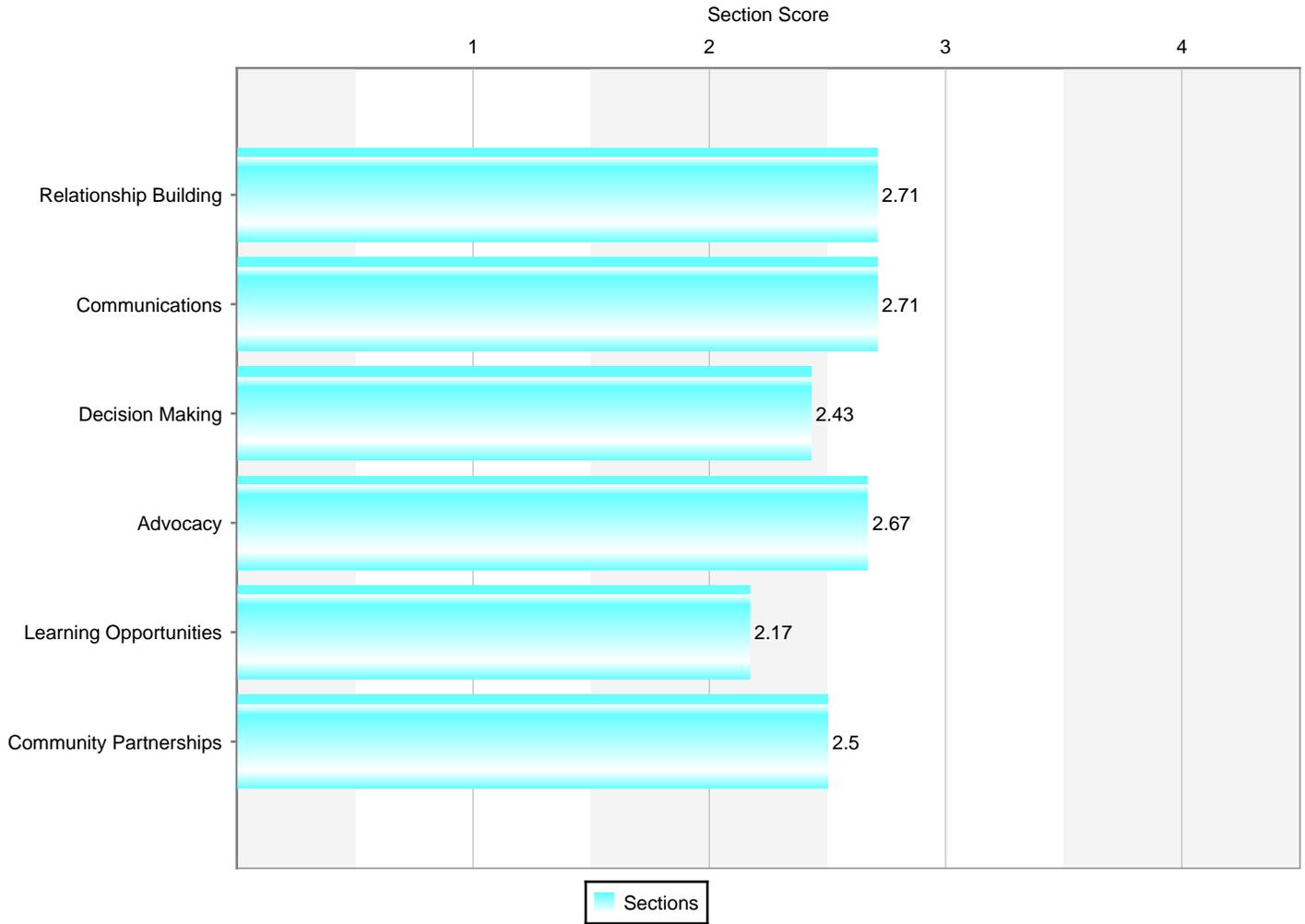
Areas for improvement: Community involvement, parent training on educational topics, parent surveys.

Actions to sustain our strengths: continue home visits, parent conferences

How to improve: create district surveys, parent nights on core content items.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

We had a school wide professional development day to look at the recent released test items. Each staff member disaggregated the data to determine the needs of our students population. We then shared these findings and as a staff determined the improvement plan. We then shared this with the site based decision making team to look for gaps and improvement.

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

All grade level teachers, special are teachers, special education teachers, and some classified staff participated in the professional development day.

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

It was e-mailed to the staff and final copy will be published on the school district web page.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

Our Valed survey data lets me know that the staff needs additional professional development. We provided 8 days of professional development concentrated around the Lucy Caukins writing and reading. We also devoted time for the communities of practice chosen by each staff member.

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?

Our overall score went up which caused our school to move to Needs Improvement/Progressing. We adopted a new writing and reading series which cause more rigor in both subject areas. We are using this K - 5th and we are using the rubrics to help determine areas in which conferring is needed. We use Ekwall Shanker in the intermediate grades and DRA in the primary grade to assess growth and needs. We will continue to use AIMES web to monitor our RTI students progress.

Opportunities for Improvement

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

Reading and writing across the board is an area of need. We also have a large number of novice.

We are using our Wednesday to do guided planning with all classroom teachers. This helps look at specific standards, targets, and units with the pacing guide. We also look at instruction and discuss instructional weekly overview. the last thing we cover is the assessment strategies. The PLC work is lead by our instructional teacher and we are looking at student work compared to the rubrics provided within the units. This help drive instruction for the upcoming lessons.

Conclusion

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

We are using district walkthroughs to help monitor rigor in the classroom. We are using guided planning to help with teaching and learning. The PLC work helps with looking at data and student work.

Plan for Closing the Achievement Gap 2016-2017

Overview

Plan Name

Plan for Closing the Achievement Gap 2016-2017

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | Students at Campbellsburg Elementary will demonstrate growth as demonstrated by scoring proficiency in the program reivews. | Objectives: 1 Strategies: 4 Activities: 8 | Academic | \$1048 |
| 2 | Students at Campbellsburg Elementary will be on there way to being college and career ready as demonstrated on MAP assessment. | Objectives: 1 Strategies: 2 Activities: 5 | Academic | \$150 |
| 3 | Students at Campbellsburg Elementary Schools will reduce novice in reading from 25.7 to 21 as demonstrated on the 2016 KPREP. | Objectives: 1 Strategies: 1 Activities: 5 | Academic | \$0 |
| 4 | Students at Campbellsburg Elementary School will reduce the overall gap as demonstrated on KPREP by reducing our novice from a 32.2% to a 25%. . | Objectives: 1 Strategies: 1 Activities: 2 | Academic | \$0 |
| 5 | Campbellsburg Elementary staff will be ready to fully implement PGES for the 2014-2015 school year. | Objectives: 1 Strategies: 2 Activities: 3 | Organizational | \$0 |
| 6 | Students at Campbellsburg Elementary School will reduce novice in math from 25.7 to 20 as demonstrated on the 2016 KPREP. | Objectives: 1 Strategies: 3 Activities: 4 | Academic | \$0 |

Goal 1: Students at Campbellsburg Elementary will demonstrate growth as demonstrated by scoring proficiency in the program reivews.

Measurable Objective 1:

A total of 355 Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Arts and Humanities in Art & Humanities by 05/12/2016 as measured by A/H Program Review..

Strategy 1:

Arts/Humanities Opportunities - Teachers will meet weekly with A/H teacher to intergrate instruction. Each grade level will have the opportunity to perform to an audience. Students will be given the opportunity to display art work, perform during an assembly program, field trips, and work with an arts in residence. We will send students to perform in the district orchestra, and also create a show choir to perform in the community.

Category:

| Activity - Extra Curricluar Opportunities | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|----------------------|---|
| Students will have the opportunity to join the school show choir. They will perform for the school as well as in the community. Students will be given the oportunity to join the orchestra. | Extra Curricular | 08/06/2015 | 05/12/2016 | \$200 | General Fund | Art/Humanities Teacher, Classroom Teachers, Principal |
| Activity - Artist in Residency | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will have the opportunity to paint under the leadership of a professional painter. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$398 | School Council Funds | Arts/Humanities Teacher |

Strategy 2:

Practical Living/Career Studies - All students will understand the importance of wellness and career skills as taught in physical education, counseling, and the classroom. Clubs and activities will be offered so that students can emphasize skills needed for college and career readiness.

Category:

| Activity - GEMS club | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------|------------|------------|-------------------|-------------------|--------------------------|
| All fifth grade girls and boys will be given the opportunity to join the GEMS club that teaches self esteem, exercise, and self awareness. | Extra Curricular | 09/07/2015 | 11/20/2015 | \$250 | Other | Family Resource Director |

Comprehensive School Improvement Plan

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| Activity - Girls on the Run | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------|------------|------------|-------------------|-------------------|-------------------|
| Girls in grades third, fourth, and fifth will be given the opportunity to join. This group will teach self esteem, healthy life choices, and fitness. | Extra Curricular | 01/04/2016 | 04/22/2016 | \$200 | General Fund | Katy Ashley |
| Activity - Running Club | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| We will have a running club that will practice thw times weekly and have three local meets with one larger on at the end of the season. | Extra Curricular | 09/07/2015 | 10/21/2016 | \$0 | Other | Cheryl Topp. |

Strategy 3:

Weekly A/H Collaboration - All teachers will meet weekly to discuss collaborative efforts in arts and humanities, physical education, and career studies.

Category:

| Activity - A/H, PL/CS collaboration | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| All classroom teachers will colobrate weekly in the are af A/H, PL/CS. They will discuss the program review as well as how to intergrate strategies. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Arts and Humanities teacher, Physical Education Teacher, Counselor, and classroom teachers. |

Strategy 4:

Writing - All student will demonstrate on-going progress in the area of writing as measured by the Writing Program Review score.

Category:

| Activity - Writing review | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Student will demonstrate progress in writing through evidence by scoring during PLC meetings. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers |
| Activity - Writing Folders | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All students will have a writing folder that passes with them from grade level to grade level. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom Teachers |

Goal 2: Students at Campbellsburg Elementary will be on there way to being college and career ready as demonstrated on MAP assessment.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by MAP benchmark assessment..

Strategy 1:

College and Career Readiness - Students will understand the importance the importance of being college and caree ready.

Category:

| Activity - College Visit | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| Fifth grade students will take a guided tour of Northern Kentucky University. | Field Trip | 11/20/2015 | 11/20/2015 | \$150 | General Fund | Principal |
| Activity - College Fair | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Each classroom with research a college and prepare for a school wide college fair. | Career Preparation/Orientation | 02/26/2016 | 02/26/2016 | \$0 | No Funding Required | Librarian and classroom teachers. |
| Activity - Career Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Parents and local workforce will introduce careers by visiting classrooms. | Community Engagement | 03/25/2016 | 03/25/2016 | \$0 | No Funding Required | Counselor |

Strategy 2:

Reading and Math Goals - Through RTI and classroom differentiation each grade level will reach 80% proficiency in the are of reading and math.

Category:

| Activity - Reading Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|---------------------|
| Students will demonstrate proficiency in the are of reading with the use of RTI and classroom instruction as well as using the DRA assessment three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers. |
| Activity - Math Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|--------------------|------------|------------|-----|---------------------|--------------------|
| Students will demonstrate proficiency in the area of math through RTI and classroom instruction and will be measured by the MAP assessment given three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers |
|--|--------------------|------------|------------|-----|---------------------|--------------------|

Goal 3: Students at Campbellsburg Elementary Schools will reduce novice in reading from 25.7 to 21 as demonstrated on the 2016 KPREP.

Measurable Objective 1:

50% of Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by KPREP assessment..

Strategy 1:

Reading GAP - Teachers will instruct RTI students with research based reading instruction. Various interventions targeted in each grade level will provide extra support. Students will goal set for each MAP assessment.

Category:

| Activity - Suport programs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|---------------------|
| Students in Tier II will use my sidewalks and reading mastery with instruction and discussion to help with comprehension. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers. |

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|--------------------|
| Students will goal set prior to each MAP assessment. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom Teachers |

| Activity - Standard Discussion | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|----------------------------------|
| Teachers will meet on Thursdays during planning to look at the ELA standards. What students are expected to know/do, why it is important, what vocabulary is needed, what connections from grade level above and below, what supporting standards, how to teach in other contents, next steps, and assessments. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers and Principal |

| Activity - Assessment Creation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
| | | | | | | |

Comprehensive School Improvement Plan

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|--|--------------------------|------------|------------|-----|---------------------|-----------------|
| Morning PLC groups will be used to build assessments by creating assessments and having two other grade levels critique the assessments to determine what DOK level each question is and give suggestions for improvement, then making the activity rigorous enough to match the assessment. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Certified staff |
|--|--------------------------|------------|------------|-----|---------------------|-----------------|

| Activity - District Literacy Team | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| District literacy team conducted observation in all classrooms and met to develop district level expectation and supports. | Academic Support Program | 09/25/2015 | 05/12/2016 | \$0 | No Funding Required | District Literacy team made up of classroom teachers, elementary principals, and district administrative support staff. |

Goal 4: Students at Campbellsburg Elementary School will reduce the overall gap as demonstrated on KPREP by reducing our novice from a 32.2% to a 25%. .

Measurable Objective 1:

50% of Economically Disadvantaged students will demonstrate a proficiency in GAP in English Language Arts by 05/12/2016 as measured by 2016 KPREP assessment..

Strategy 1:

Differentiation Strategies - Teachers that are trained in thinking strategies and thoughtful education strategies will revisit these strategies during professional development with the staff.

Category:

| Activity - Targeted Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|------------|------------|-------------------|---------------------|---------------------------|
| We will target our GAP novice students and provide extra support for 30 minutes daily in the area of reading and math. | Professional Learning | 01/05/2015 | 05/12/2016 | \$0 | No Funding Required | 3rd, 4th, 5th grade staff |

| Activity - Tier II and Tier III instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-----------------------------------|
| Students will Tier III and Tier II instruction with their classroom teacher 30 minutes daily for Tier III and 30 minutes 2/3 times weekly. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers and Principal. |

Goal 5: Campbellsburg Elementary staff will be ready to fully implement PGES for the 2014-2015 school year.

Measurable Objective 1:

demonstrate a behavior by putting the PGES expectations in place throughout the 2014-2015 school year by 05/29/2015 as measured by staff understanding, observation, and paper work..

Strategy 1:

Self Reflection - - Teachers will reflect on their professional practices using the reflection for the upcoming PGES.

Category:

| Activity - Electronic self reflection | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-----------------------|
| All teachers will be able to log into EDS and access the self reflection component. | Professional Learning | 08/18/2014 | 04/10/2015 | \$0 | No Funding Required | Principal |
| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Teachers will complete the self reflection on EDS and this will be used during the summative professional conversation in the spring of 2015. | Professional Learning | 01/06/2014 | 04/10/2015 | \$0 | No Funding Required | Teachers Principal |

Strategy 2:

Principal observations - - Observations using the instrument, language and process of the new PGES.

Category:

| Activity - Mini observations and discussions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|------------|------------|-------------------|---------------------|-------------------|
| The principal will conduct a mini observation with staff. | Professional Learning | 08/25/2014 | 04/10/2015 | \$0 | No Funding Required | Principal |

Goal 6: Students at Campbellsburg Elementary School will reduce novice in math from 25.7 to 20 as demonstrated on the 2016 KPREP.

Measurable Objective 1:

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45% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency toward math. in Mathematics by 05/12/2016 as measured by 2016 KREP scores..

Strategy 1:

Personalized learning team - Teachers will identify students and their academic abilities and identify their personalized learning.

Category:

| Activity - Goal setting | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|--------------------|
| Teacher will assest student in developing the end in mind with goal setting. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Classroom teachers |

| Activity - Mearurable Learning Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-------------------|
| Measurable math learning targets to help the students know what the expectations are. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Teachers |

Strategy 2:

Intentional Content Mastery - Students will know the content they are working on and be able to show evidence how they mastered it.

Category:

| Activity - Content mastery | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Students will have copies of the math standards and know what there expectations are and what they need to do to master the content. | Academic Support Program | 09/21/2015 | 05/12/2016 | \$0 | No Funding Required | Teachers |

Strategy 3:

Math Tier III and Tier II - We will individualize interventions needed by students to help increase math skills so they will reach grade level expectations.

Category:

| Activity - Interventions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|------------|------------|-------------------|---------------------|-------------------|
| Certified staff will instruct the Tier III students daily for 30 minutes to increase math skills. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | No Funding Required | Certified Staff |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|---|--------------------------|------------|------------|-------------------|---|
| Math Intervention | Students will demonstrate proficiency in the area of math through RTI and classroom instruction and will be measured by the MAP assessment given three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers |
| Professional Conversation | Teachers will complete the self reflection on EDS and this will be used during the summative professional conversation in the spring of 2015. | Professional Learning | 01/06/2014 | 04/10/2015 | \$0 | Teachers Principal |
| Standard Discussion | Teachers will meet on Thursdays during planning to look at the ELA standards. What students are expected to know/do, why it is important, what vocabulary is needed, what connections from grade level above and below, what supporting standards, how to teach in other contents, next steps, and assessments. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers and Principal |
| Goal setting | Teacher will assess student in developing the end in mind with goal setting. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers |
| Reading Intervention | Students will demonstrate proficiency in the area of reading with the use of RTI and classroom instruction as well as using the DRA assessment three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers. |
| Support programs | Students in Tier II will use my sidewalks and reading mastery with instruction and discussion to help with comprehension. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers. |
| Assessment Creation | Morning PLC groups will be used to build assessments by creating assessments and having two other grade levels critique the assessments to determine what DOK level each question is and give suggestions for improvement, then making the activity rigorous enough to match the assessment. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Certified staff |
| District Literacy Team | District literacy team conducted observation in all classrooms and met to develop district level expectation and supports. | Academic Support Program | 09/25/2015 | 05/12/2016 | \$0 | District Literacy team made up of classroom teachers, elementary principals, and district administrative support staff. |

Comprehensive School Improvement Plan

Campbellsburg Elementary School

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|-----------------------------------|--|--------------------------------|------------|------------|-----|---|
| Mini observations and discussions | The principal will conduct a mini observation with staff. | Professional Learning | 08/25/2014 | 04/10/2015 | \$0 | Principal |
| A/H, PL/CS collaboration | All classroom teachers will collaborate weekly in the area of A/H, PL/CS. They will discuss the program review as well as how to integrate strategies. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Arts and Humanities teacher, Physical Education Teacher, Counselor, and classroom teachers. |
| Writing Folders | All students will have a writing folder that passes with them from grade level to grade level. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | Classroom Teachers |
| Interventions | Certified staff will instruct the Tier III students daily for 30 minutes to increase math skills. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Certified Staff |
| Tier II and Tier III instruction | Students will receive Tier III and Tier II instruction with their classroom teacher 30 minutes daily for Tier III and 30 minutes 2/3 times weekly. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers and Principal. |
| Goal Setting | Students will set goals prior to each MAP assessment. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 | Classroom Teachers |
| Content mastery | Students will have copies of the math standards and know what the expectations are and what they need to do to master the content. | Academic Support Program | 09/21/2015 | 05/12/2016 | \$0 | Teachers |
| Measurable Learning Targets | Measurable math learning targets to help the students know what the expectations are. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | Teachers |
| Electronic self reflection | All teachers will be able to log into EDS and access the self reflection component. | Professional Learning | 08/18/2014 | 04/10/2015 | \$0 | Principal |
| Targeted Intervention | We will target our GAP novice students and provide extra support for 30 minutes daily in the area of reading and math. | Professional Learning | 01/05/2015 | 05/12/2016 | \$0 | 3rd, 4th, 5th grade staff |
| Career Day | Parents and local workforce will introduce careers by visiting classrooms. | Community Engagement | 03/25/2016 | 03/25/2016 | \$0 | Counselor |
| Writing review | Students will demonstrate progress in writing through evidence by scoring during PLC meetings. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 | Classroom teachers |
| College Fair | Each classroom will research a college and prepare for a school wide college fair. | Career Preparation/Orientation | 02/26/2016 | 02/26/2016 | \$0 | Librarian and classroom teachers. |
| Total | | | | | \$0 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------------|----------|-------------------|-------------------|

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Campbellsburg Elementary School

| | | | | | | |
|--------------------------------|---|------------------|------------|------------|-------|---|
| Girls on the Run | Girls in grades third, fourth, and fifth will be given the opportunity to join. This group will teach self esteem, healthy life choices, and fitness. | Extra Curricular | 01/04/2016 | 04/22/2016 | \$200 | Katy Ashley |
| College Visit | Fifth grade students will take a guided tour of Northern Kentucky University. | Field Trip | 11/20/2015 | 11/20/2015 | \$150 | Principal |
| Extra Curricular Opportunities | Students will have the opportunity to join the school show choir. They will perform for the school as well as in the community. Students will be given the opportunity to join the orchestra. | Extra Curricular | 08/06/2015 | 05/12/2016 | \$200 | Art/Humanities Teacher, Classroom Teachers, Principal |
| Total | | | | | \$550 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|------------------|------------|------------|-------------------|--------------------------|
| GEMS club | All fifth grade girls and boys will be given the opportunity to join the GEMS club that teaches self esteem, exercise, and self awareness. | Extra Curricular | 09/07/2015 | 11/20/2015 | \$250 | Family Resource Director |
| Running Club | We will have a running club that will practice thw times weekly and have three local meets with one larger on at the end of the season. | Extra Curricular | 09/07/2015 | 10/21/2016 | \$0 | Cheryl Topp. |
| Total | | | | | \$250 | |

School Council Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------|---|--------------------------|------------|------------|-------------------|-------------------------|
| Artist in Residency | Students will have the opportunity to paint under the leadership of a professional painter. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$398 | Arts/Humanities Teacher |
| Total | | | | | \$398 | |

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

| Label | Assurance | Response | Comment | Attachment |
|--------------------------------|--|-----------------|--|-------------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components. | Yes | We did this during a full work day that was imbedded in the school calendar. | |

| 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 | We implemented Lucy Caukins writing and reading. We also restructured our intervention schedule and are using AIMS Web to help monitor the data. | |

| Label | Assurance | Response | Comment | Attachment |
|----------------------|--|-----------------|---|-------------------|
| Preschool Transition | The school planned preschool transition strategies and the implementation process. | Yes | We have a transition night for the pre-school students and parents to meet the principal and teachers they will have the next year. | |

| 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 | We restructured our intervention times and what we are doing to improve. We have a committee put together to help with moving students form tier III to tier II and our. We meet every six weeks with the RTI team to review student data. | |

| Label | Assurance | Response | Comment | Attachment |
|---------------------------|--|-----------------|--|-------------------|
| Highly Qualified Teachers | The school planned strategies to recruit and retain highly qualified teachers. | Yes | All teachers are highly qualified. When we have a vacancy, leadership attends college fairs with the assistant superintendent. | |

| 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 | This was done through the central office to help fund all day kindergarten. | |

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Campbellsburg 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 | We discussed this during our school compact meeting and during our Leader in Me action team. | |

| 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 | We had six days of training on Lucy Caukins reading and writing. We also have time to meet with district community of practices teams. | |

| 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 | Our CSIP is a working document and is ever changing. | |

| 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 | We did this on a work day imbedded in the calendar. | |

| Label | Assurance | Response | Comment | Attachment |
|--------------------------|---|----------|--|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | Yes | Our interventions are all researched based strategies and have to be approved by the RTI team. | |

| 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 | We are a school wide Title I program. | |

Comprehensive School Improvement Plan

Campbellsburg Elementary School

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

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|--|----------|---------------------------------------|------------|
| Schoolwide Activities | The school planned activities to coordinate and integrate with other federal, state, and local programs. | Yes | We are a school wide Title I program. | |

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

| 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 | All paraprofessionals have passed all testing needed. | |

| 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 | Any money earmarked for special education students are only spent on that child. | |

| 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 | We have muffins for mom, donuts for dad, soup with Seuss, hero night with social studies content. | |

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

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

Comprehensive School Improvement Plan

Campbellsburg 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 | During a faculty meeting. | |

| 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 | Its available on the district and school website. | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------|---|----------|--|------------|
| Teacher Quality | The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified. | Yes | We do not have teachers that are not highly qualifies. | |

| 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 | Need assessment completed. | |

| 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. | N/A | | |

| 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 | All materials that a paraprofessional uses are created and assessed by a highly qualified person. | |

| 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 | All materials that a paraprofessional uses are created and assessed by a highly qualified person. | |

Comprehensive School Improvement Plan

Campbellsburg 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 | All materials that a paraprofessional uses are created and assessed by a highly qualified person. | |

| 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 | All materials that a paraprofessional uses are created and assessed by a highly qualified person. | |

| Label | Assurance | Response | Comment | Attachment |
|-----------------------|---|----------|---|------------|
| Cap Size Requirements | The school met its cap size requirements without using Title I funds. | Yes | Our CAP size are within the requirements. | |

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Campbellsburg Elementary staff will be ready to fully implement PGES for the 2014-2015 school year.

Measurable Objective 1:

demonstrate a behavior by putting the PGES expectations in place throughout the 2014-2015 school year by 05/29/2015 as measured by staff understanding, observation, and paper work..

Strategy1:

Self Reflection - - Teachers will reflect on their professional practices using the reflection for the upcoming PGES.

Category:

Research Cited:

| Activity - Electronic self reflection | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| All teachers will be able to log into EDS and access the self reflection component. | Professional Learning | 08/18/2014 | 04/10/2015 | \$0 - No Funding Required | Principal |

| Activity - Professional Conversation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-----------------------|
| Teachers will complete the self reflection on EDS and this will be used during the summative professional conversation in the spring of 2015. | Professional Learning | 01/06/2014 | 04/10/2015 | \$0 - No Funding Required | Teachers Principal |

Strategy2:

Principal observations - - Observations using the instrument, language and process of the new PGES.

Category:

Research Cited:

| Activity - Mini observations and discussions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|-----------------------|------------|------------|---------------------------|-------------------|
| The principal will conduct a mini observation with staff. | Professional Learning | 08/25/2014 | 04/10/2015 | \$0 - No Funding Required | Principal |

Comprehensive School Improvement Plan

Campbellsburg Elementary School

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

Goal 1:

Students at Campbellsburg Elementary Schools will reduce novice in reading from 29.8 to 20 as demonstrated on the 2016 KPREP.

Measurable Objective 1:

50% of Economically Disadvantaged students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by KPREP assessment.

Strategy1:

Reading GAP - Teachers will instruct RTI students with research based reading instruction. Various interventions targeted in each grade level will provide extra support. Students will goal set for each MAP assessment.

Category:

Research Cited:

| Activity - Support programs | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---------------------|
| Staff received training on Lucy Calkins reading and writing and will implement this program during this school year. | Academic Support Program | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Classroom teachers. |

| Activity - Guided Planning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|----------------------------------|
| Teachers will meet on Wednesday during planning to look at the standards. We discuss planning the lesson aligned with the standards. We talk about instruction and how the targets lead this process. The last step is to look at assessments. We look at conferring, formative assessment and summative assessments. | Academic Support Program | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Classroom teachers and Principal |

| Activity - District Literacy Team | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| District literacy team conducted observation in all classrooms and met to develop district level expectation and supports. | Academic Support Program | 09/25/2015 | 05/12/2016 | \$0 - No Funding Required | District Literacy team made up of classroom teachers, elementary principals, and district administrative support staff. |

| Activity - Analyze Student Work | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|--|
| Morning PLC groups will be used to look at student work. We will use rubrics to determine growth and conferring points. | Academic Support Program | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Certified staff and instructional teacher. |

Comprehensive School Improvement Plan

Campbellsburg Elementary School

| Activity - Goal Setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|--------------------|
| Students will goal set prior to each MAP assessment. | Academic Support Program | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Classroom Teachers |

Goal 2:

Students at Campbellsburg Elementary School will reduce novice in math from 19.3 to 14 as demonstrated on the 2017 KPREP.

Measurable Objective 1:

45% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency toward math. in Mathematics by 05/12/2017 as measured by 2017 KREP scores..

Strategy1:

Intentional Content Mastery - Students will know the content they are working on and be able to show evidence how they mastered it.

Category:

Research Cited:

| Activity - Content mastery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will have copies of the math standards and know what there expectations are and what they need to do to master the content. | Academic Support Program | 09/19/2016 | 05/12/2017 | \$0 - No Funding Required | Teachers |

Strategy2:

Math Tier III and Tier II - We will individualize interventions needed by students to help increase math skills so they will reach grade level expectations.

Category:

Research Cited:

| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Certified staff will instruct the Tier III students daily for 30 minutes to increase math skills. | Academic Support Program | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Certified Staff |

Strategy3:

Personalized learning team - Teachers will identify students and their academic abilities and identify their personalized learning.

Category:

Research Cited:

Comprehensive School Improvement Plan

Campbellsburg Elementary School

| Activity - Goal setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Teacher will assest student in developing the end in mind with goal setting. | Direct Instruction | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Classroom teachers |

| Activity - Mearurable Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Measurable math learning targets to help the students know what the expectations are. | Direct Instruction | 08/10/2016 | 05/12/2017 | \$0 - No Funding Required | Teachers |

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

Goal 1:
Students at Campbellsburg Elementary will be on there way to being college and career ready as demonstrated on MAP assessment.

Measurable Objective 1:
80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by MAP benchmark assessment..

Strategy1:
Reading and Math Goals - Through RTI and classroom differentiation each grade level will reach 80% proficiency in the are of reading and math.
Category:
Research Cited:

| Activity - Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will demonstrate proficiency in the area of math through RTI and classroom instruction and will be measured by the MAP assessment given three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers |

| Activity - Reading Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------|
| Students will demonstrate proficiency in the are of reading with the use of RTI and classroom instruction as well as using the DRA assessment three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers. |

Strategy2:
College and Career Readiness - Students will understand the importance the importance of being college and caree ready.
Category:
Research Cited:

Comprehensive School Improvement Plan

Campbellsburg Elementary School

| Activity - College Visit | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|-------------------|
| Fifth grade students will take a guided tour of Northern Kentucky University. | Field Trip | 11/20/2015 | 11/20/2015 | \$150 - General Fund | Principal |

| Activity - Career Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|---------------------------|-------------------|
| Parents and local workforce will introduce careers by visiting classrooms. | Community Engagement | 03/25/2016 | 03/25/2016 | \$0 - No Funding Required | Counselor |

| Activity - College Fair | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------------|------------|------------|---------------------------|-----------------------------------|
| Each classroom with research a college and prepare for a school wide college fair. | Career Preparation/Orientation | 02/26/2016 | 02/26/2016 | \$0 - No Funding Required | Librarian and classroom teachers. |

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

Goal 1:

Students at Campbellsburg Elementary will be on there way to being college and career ready as demonstrated on MAP assessment.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by MAP benchmark assessment..

Strategy1:

College and Career Readiness - Students will understand the importance the importance of being college and caree ready.

Category:

Research Cited:

| Activity - Career Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|---------------------------|-------------------|
| Parents and local workforce will introduce careers by visiting classrooms. | Community Engagement | 03/25/2016 | 03/25/2016 | \$0 - No Funding Required | Counselor |

| Activity - College Visit | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|-------------------|
| Fifth grade students will take a guided tour of Northern Kentucky University. | Field Trip | 11/20/2015 | 11/20/2015 | \$150 - General Fund | Principal |

Comprehensive School Improvement Plan

Campbellsburg Elementary School

| Activity - College Fair | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|-----------------------------------|
| Each classroom with research a college and prepare for a school wide college fair. | Career Preparation/ Orientation | 02/26/2016 | 02/26/2016 | \$0 - No Funding Required | Librarian and classroom teachers. |

Strategy2:

Reading and Math Goals - Through RTI and classroom differentiation each grade level will reach 80% proficiency in the are of reading and math.

Category:

Research Cited:

| Activity - Reading Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------|
| Students will demonstrate proficiency in the are of reading with the use of RTI and classroom instruction as well as using the DRA assessment three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers. |

| Activity - Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will demonstrate proficiency in the area of math through RTI and classroom instruction and will be measured by the MAP assessment given three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers |

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

Goal 1:

Students at Campbellsburg Elementary School will reduce novice in math from 25.7 to 20 as demonstrated on the 2016 KPREP.

Measurable Objective 1:

45% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency toward math. in Mathematics by 05/12/2016 as measured by 2016 KREP scores..

Strategy1:

Intentional Content Mastery - Students will know the content they are working on and be able to show evidence how they mastered it.

Category:

Comprehensive School Improvement Plan

Campbellsburg Elementary School

Research Cited:

| Activity - Content mastery | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-------------------|
| Students will have copies of the math standards and know what there expectations are and what they need to do to master the content. | Academic Support Program | 09/21/2015 | 05/12/2016 | \$0 - No Funding Required | Teachers |

Strategy2:

Math Tier III and Tier II - We will individualize interventions needed by students to help increase math skills so they will reach grade level expectations.

Category:

Research Cited:

| Activity - Interventions | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|---------------------------|-------------------|
| Certified staff will instruct the Tier III students daily for 30 minutes to increase math skills. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Certified Staff |

Strategy3:

Personalized learning team - Teachers will identify students and their academic abilities and identify their personalized learning.

Category:

Research Cited:

| Activity - Mearurable Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|-------------------|
| Measurable math learning targets to help the students know what the expectations are. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Teachers |

| Activity - Goal setting | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Teacher will assest student in developing the end in mind with goal setting. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers |

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Students at Campbellsburg Elementary School will reduce the overall gap as demonstrated on KPREP by reducing our novice from a 32.2% to a 25%. .

Measurable Objective 1:

Comprehensive School Improvement Plan

Campbellsburg Elementary School

50% of Economically Disadvantaged students will demonstrate a proficiency in GAP in English Language Arts by 05/12/2016 as measured by 2016 KPREP assessment..

Strategy1:

Differentiation Strategies - Teachers that are trained in thinking strategies and thoughtful education strategies will revisit these strategies during professional development with the staff.

Category:

Research Cited:

| Activity - Tier II and Tier III instruction | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|-----------------------------------|
| Students will Tier III and Tier II instruction with their classroom teacher 30 minutes daily for Tier III and 30 minutes 2/3 times weekly. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers and Principal. |

| Activity - Targeted Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|-----------------------|------------|------------|---------------------------|---------------------------|
| We will target our GAP novice students and provide extra support for 30 minutes daily in the area of reading and math. | Professional Learning | 01/05/2015 | 05/12/2016 | \$0 - No Funding Required | 3rd, 4th, 5th grade staff |

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

Goal 1:

Students at Campbellsburg Elementary will be on there way to being college and career ready as demonstrated on MAP assessment.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by MAP benchmark assessment..

Strategy1:

Reading and Math Goals - Through RTI and classroom differentiation each grade level will reach 80% proficiency in the are of reading and math.

Category:

Research Cited:

Comprehensive School Improvement Plan

Campbellsburg Elementary School

| Activity - Reading Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|---------------------|
| Students will demonstrate proficiency in the area of reading with the use of RTI and classroom instruction as well as using the DRA assessment three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers. |

| Activity - Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will demonstrate proficiency in the area of math through RTI and classroom instruction and will be measured by the MAP assessment given three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers |

Strategy2:

College and Career Readiness - Students will understand the importance the importance of being college and caree ready.

Category:

Research Cited:

| Activity - Career Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|---------------------------|-------------------|
| Parents and local workforce will introduce careers by visiting classrooms. | Community Engagement | 03/25/2016 | 03/25/2016 | \$0 - No Funding Required | Counselor |

| Activity - College Visit | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|-------------------|
| Fifth grade students will take a guided tour of Northern Kentucky University. | Field Trip | 11/20/2015 | 11/20/2015 | \$150 - General Fund | Principal |

| Activity - College Fair | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|-----------------------------------|
| Each classroom with research a college and prepare for a school wide college fair. | Career Preparation/ Orientation | 02/26/2016 | 02/26/2016 | \$0 - No Funding Required | Librarian and classroom teachers. |

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

Goal 1:

Students at Campbellsburg Elementary will be on there way to being college and career ready as demonstrated on MAP assessment.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in reading in English Language Arts by 05/12/2016 as measured by MAP benchmark assessment..

Comprehensive School Improvement Plan

Campbellsburg Elementary School

Strategy1:

Reading and Math Goals - Through RTI and classroom differentiation each grade level will reach 80% proficiency in the are of reading and math.

Category:

Research Cited:

| Activity - Reading Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|---------------------|
| Students will demonstrate proficiency in the are of reading with the use of RTI and classroom instruction as well as using the DRA assessment three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers. |

| Activity - Math Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| Students will demonstrate proficiency in the area of math through RTI and classroom instruction and will be measured by the MAP assessment given three times a year. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers |

Strategy2:

College and Career Readiness - Students will understand the importance the importance of being college and caree ready.

Category:

Research Cited:

| Activity - College Fair | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|---------------------------------|------------|------------|---------------------------|-----------------------------------|
| Each classroom with research a college and prepare for a school wide college fair. | Career Preparation/ Orientation | 02/26/2016 | 02/26/2016 | \$0 - No Funding Required | Librarian and classroom teachers. |

| Activity - College Visit | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---------------|------------|------------|-------------------------|-------------------|
| Fifth grade students will take a guided tour of Northern Kentucky University. | Field Trip | 11/20/2015 | 11/20/2015 | \$150 - General Fund | Principal |

| Activity - Career Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|----------------------|------------|------------|---------------------------|-------------------|
| Parents and local workforce will introduce careers by visiting classrooms. | Community Engagement | 03/25/2016 | 03/25/2016 | \$0 - No Funding Required | Counselor |

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

Comprehensive School Improvement Plan

Campbellsburg Elementary School

Goal 1:

Students at Campbellsburg Elementary will demonstrate growth as demonstrated by scoring proficiency in the program reviews.

Measurable Objective 1:

A total of 355 Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in Arts and Humanities in Art & Humanities by 05/12/2016 as measured by A/H Program Review..

Strategy1:

Writing - All student will demonstrate on-going progress in the area of writing as measured by the Writing Program Review score.

Category:

Research Cited:

| Activity - Writing review | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------|------------|------------|---------------------------|--------------------|
| Student will demonstrate progress in writing through evidence by scoring during PLC meetings. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom teachers |

| Activity - Writing Folders | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------|------------|------------|---------------------------|--------------------|
| All students will have a writing folder that passes with them from grade level to grade level. | Direct Instruction | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Classroom Teachers |

Strategy2:

Weekly A/H Collaboration - All teachers will meet weekly to discuss collaborative efforts in arts and humanities, physical education, and career studies.

Category:

Research Cited:

| Activity - A/H, PL/CS collaboration | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|--------------------------|------------|------------|---------------------------|---|
| All classroom teachers will collaborate weekly in the area of A/H, PL/CS. They will discuss the program review as well as how to integrate strategies. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$0 - No Funding Required | Arts and Humanities teacher, Physical Education Teacher, Counselor, and classroom teachers. |

Strategy3:

Practical Living/Career Studies - All students will understand the importance of wellness and career skills as taught in physical education, counseling, and the classroom. Clubs and activities will be offered so that students can emphasize skills needed for college and career readiness.

Category:

Comprehensive School Improvement Plan

Campbellsburg Elementary School

Research Cited:

| Activity - Running Club | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|-------------------------|-------------------|
| We will have a running club that will practice thw times weekly and have three local meets with one larger on at the end of the season. | Extra Curricular | 09/07/2015 | 10/21/2016 | \$0 - Other | Cheryl Topp. |

| Activity - Girls on the Run | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|-------------------------|-------------------|
| Girls in grades third, fourth, and fifth will be given the oportunity to join. This group will teach self esteem, healthy life choices, and fitness. | Extra Curricular | 01/04/2016 | 04/22/2016 | \$200 - General Fund | Katy Ashley |

| Activity - GEMS club | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|--|------------------|------------|------------|-------------------------|--------------------------|
| All fifth grade girls and boys will be given the opportunity to join the GEMS club that teaches self esteem, exercise, and self awareness. | Extra Curricular | 09/07/2015 | 11/20/2015 | \$250 - Other | Family Resource Director |

Strategy4:

Arts/Humanities Opportunities - Teachers will meet weekly with A/H teacher to intergrate instruction. Each grade level will have the opportunity to perform to an audience. Students will be given the opportunity to display art work, perform during an assembly program, field trips, and work with an arts in residence. We will send students to perform in the district orchestra, and also create a show choir to perform in the community.

Category:

Research Cited:

| Activity - Artist in Residency | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|--------------------------|------------|------------|------------------------------|-------------------------|
| Students will have the opportunity to paint under the leadership of a professional painter. | Academic Support Program | 08/06/2015 | 05/12/2016 | \$398 - School Council Funds | Arts/Humanities Teacher |

| Activity - Extra Curricluar Opportunities | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|------------------|------------|------------|-------------------------|---|
| Students will have the opportunity to join the school show choir. They will perform for the school as well as in the community. Students will be given the opportunity to join the orchestra. | Extra Curricular | 08/06/2015 | 05/12/2016 | \$200 - General Fund | Art/Humanities Teacher, Classroom Teachers, Principal |

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?

Campbellsburg Elementary School is a rural school located in Campbellsburg in northern Henry County just off interstate 71. The mission of Campbellsburg Elementary is to promote life-long learning by enabling all students to reach their full potential in all areas of development, through the cooperation of family, school, and community. Our staff through data collection developed this mission and it was accepted by our Site Based Decision Making leadership. We have very few businesses in our community and we do walk to the businesses to learn about our local community. Our location near the interstate gives our staff the opportunity to live in the Louisville area and still work out in the rural area. We are supported by the local churches in the form of a backpack ministry in which we serve 28 students. Our staff experience with little turnover from year to year. Our demographics have not changed in the last three years and due to our location most of our parent either farm or travel toward bigger areas for employment. Our population is made up of mostly white with a very few African Americans or Hispanics. Our population stays consistent from year to year with this years enrollment being 364. We are a Title I school with over a 50% free and reduced population. This is the second year we are participating in the Community Eligibility Program which allows all of our students to receive free breakfast and lunch. We have a transient population with our students often traveling between our three local elementary schools. Our students arrive at school between 7:45 - 8:30 and the afternoon bell rings at 3:20 with some students not getting on the bus until 3:50. Our longest bus riders are around 60 minutes one way. Our district restructured our staffing and we have lost a position which has caused higher class sizes. We have also had a huge decrease in the amount of professional development dollars received which affects the development of our least experienced staff members. This year our district is focusing on ELA standards and we are as well. We are focusing on standards and higher level assessments and questioning.

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 of Campbellsburg Elementary is to promote life-long learning by enabling all students to reach their full potential in all areas of development, through the cooperation of family, school, and community. We have continued the Leader In Me philosophy We are using the language in our student management as well as in the instruction. We offer clubs such as girls on the run, GEMS, ac ademic team, running club, future problem solving, robotics, student council, and HCHS drama club. We continue to update technology in the building. We have projectors, elmos, and computers in every room. We have a computer lab with 28 networked computers. We purchased Google Chrome books for the 2nd, 3rd, 4th and 5th grade. The 5th grade are piloting a program where they take their chromebooks home to use .

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.

We continue to use thoughtful education and thinking strategies in the classroom. We are consistent within the reading time by using Lucy Calkins reading and writing school wide. Leader in Me strategies are still in place and used throughout the building to help development independent skills with our students. We have a strong show choir and we have kids involved in the district orchestra. To help with our achievement gaps we are using embedded work days to help focus us by developing appropriate targets and when needed adding a measurable goal with it. We are also working as a staff to help develop higher thinking activities in our word work centers as well as our questioning strategies, verbal and written. Our intervention for math and reading was not successful so we have revamped how we are doing our Tier III and Tier II groups. We will use PLC meetings to develop higher level assessments which will lead to more rigorous activities and teaching in the classroom.

Additional Information

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

We have sixteen classrooms with two special education teachers. We also have a part time librarian, speech teacher, physical education teacher, migrant, counselor, and gifted and talented teacher. This year we added an instructional coach. We use a standards based report card K through 5th grades. All teachers make home visits during the summer and then make phone calls or send notes throughout the year. We have parent conferences during January. We do have several families that come to our school that live throughout the county as well as surrounding counties.