



# **Comprehensive School Improvement Plan**

**Camp Dick Robinson Elementary School**  
**Garrard 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**

| <b>Label</b>           | <b>Assurance</b>  | <b>Response</b>  | <b>Comment</b>                            | <b>Attachment</b> |
|------------------------|---|--|---|-------------------|
| School Equity Data (1) | Complete the School Equity Data tab for this diagnostic. Include at least one other self-selected indicator for consideration.<br>*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.<br>**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).<br>Follow the steps below: | I acknowledge that I have uploaded the School Equity Data. | See equity data in the attachments below. | Equity Data 2017  |

**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 are tracking the number of teachers which is above their bachelor's degree. Our current baseline number is 25 teachers which gives us 80.6%.

We are not a high poverty school , but there are still 44% of our students who receive free and reduced meals.

Our teacher turnover is not high, and we currently only have one KTIP teacher. Our trend is to only have 0-1 KTIP teachers per year.

We have 10.76% students with disabilities, which is below the district average.

We have 2.11% English Language Learners which is very close to the district average.

None our our teachers are teaching out of field.

**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.**

The challenges we face are tied to our population of free and reduced meals students and students with disabilities.

\* Lack of experiences in the home that contribute to learning readiness.

\* Continual need for training for teachers in how to better meet the needs of disadvantaged students and gap students.

# Comprehensive School Improvement Plan

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| Label            | Assurance  | Response  | Comment                                   | Attachment       |
|------------------|--|---|---|------------------|
| Goal Setting (4) | 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.<br><br>***Goals should reflect an analysis of barriers, root causes and strategies. | I acknowledge that I have uploaded the School Equity Goal Data. | The equity goal data has been downloaded. | CDR equity goals |

**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-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:**

The school will use the TELL Survey results to identify areas of concern and implement strategies for improvement.

## **Measurable Objective 1:**

collaborate to improve the conversations between home and school to increase student success. by 05/17/2013 as measured by The TELL survey results 2013..

## **Strategy1:**

Grade level Meetings - Grade level teachers will meet and develop a program that introduces expectations for student success. The core standards will be discussed , in parent friendly terms, along with student work. Student data will be evaluated and grade level teams will demonstrate collaboration in developing an improved school culture.

Category: Continuous Improvement

Research Cited: The TELL survey results are supported by KDE.

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| Activity - Program Reviews  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--|
| The school will continue to improve the academic support programs monitored through program reviews in the following areas: writing, practical living, arts and humanities, primary program, and global competency. | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0 - No Funding Required | all staff, administrators and central office support staff |

| Activity - Parent Conference Meetings   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                          |
|---|--------------------|------------|------------|-------------------------|--|
| Parents, students and faculty will meet and discuss expectations for learning at least 2 times per year. These meetings will be set up by teacher grade level groups and monitored by administrators. | Parent Involvement | 01/02/2013 | 01/01/2017 | \$200 - Other           | teachers, parents and students, principals |

## Goal 2:

Increase the proficiency level of students in the non-duplicated gap group from 43.1% in 2014-15 to 61.9% in 2017

## Measurable Objective 1:

70% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency math combined in Reading by 05/15/2017 as measured by KPREP results in 2017.

## Strategy1:

Meeting gap students' needs - Every student will have an Individual Data Plan that will state the goals of the student based upon summative assessments, MAP assessments and RTI results for Tier 1,2,3. Teachers will conference with students regarding their current levels, goals and strategies to reach goals. RTI will be implemented for gap students who are not performing on level 1. Level 2 instruction will be based on individual student needs as determined by MAP data, classroom performance data, formative assessments, and other assessments.

Category: Continuous Improvement

Research Cited: Best practice suggests that when you meet a child at their level, then you can help the child move on to the next level. We must know where a child is to move them on and upward.

| Activity - Instructional Strategies   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                      |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will be trained in the use of instructional strategies ( Rutherford, Kagan, etc.) to fully engage all students. There will be a Kagan strategy of the month and the teachers will be coached according to Rutherford coaching lab. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, district staff and teachers |

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| Activity - Community mentoring  | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                |
|---|----------------------|------------|------------|---------------------------|--|
| The Americorps worker with the assistance of the school's Parent Teacher Organization and/or the Family Resource Center will help implement a community mentoring program. Mentors will be trained by the Family Resource Center and will meet periodically with students who lack meaningful relationships with adults in their lives. They will help students with reading, study skills and will use time with students to practice academic skills and social skills. | Community Engagement | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | Americorps worker, administrators, teachers, PTO |

| Activity - RTI  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------|------------|------------|---------------------------|--|
| The Rtl process will continue to be improved with the help of the school psychologist and the Rtl team. Gap students and all students not performing successfully in Tier 1 instruction will be placed in Tier 2 and/or Tier 3 instruction according to the decisions of the RTI team using data from MAP to construct data boards, classroom formative assessments, and other data sources. Classroom teachers will partner with interventionists to identify students using data boards and deliver Tier 2 instruction. Administrators will monitor and coach teachers to improve student achievement to reach 80% mastery in Tier 1 instruction. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | School pshychologist, Rtl team, administrators, teachers |

| Activity - IDP   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------------|------------|------------|---------------------------|---|
| IDP stands for Individual Data Plan. This will be housed in the students' data notebook located in each homeroom. It will contain current student assessment data and student goals for improving their performance. The goals and plans for improvement will be shared with students and parents. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | All teachers, staff, principal, assistance from Central Office. |

## Strategy2:

School Culture - Teachers and administrators will be trained to facilitate a continuously improving school culture so students can reach their potential in a climate that is the most conducive to learning.

Category: Professional Learning & Support

Research Cited:

| Activity - PLC work on school culture  | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible   |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers and staff will learn more about school culture during PLC meetings where they will take personality surveys and learn more about themselves, watch videos on school culture, have guest speakers at their PLC meetings to address school culture and define ways to improve the school culture at this school. SBDM funding will pay for any outside training required. | Professional Learning | 08/03/2015 | 05/31/2017 | \$500 - School Council Funds | Principal, assistant principal, teachers, staff, district support staff |

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| Activity - Sharing research on culture   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Teachers and staff will be provided with articles and emails regarding the power of a positive culture in schools. They will learn what makes up school culture, and how they can impact it. The principal will share information about positive culture in each weekly update to staff. | Professional Learning | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | principal, teachers, staff members |

# **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?**

The stakeholders that were engaged for the purpose of completing the Missing Piece diagnostic included all faculty. Parents participated when they visited the school for various school events. We are constantly looking at what our parents think and feel about our school through our PTO organization and our site based council meetings. We have strong parent support and an active PTO contributing to our school's success and letting their voices be known as a valued part of our school. Those involved were:

Administrators

Faculty members

Staff members

PTO members

SBDM members

Parents

Some of our students

**Relationship Building**

Overall Rating: 3.29

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 2.1 | Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning. | Teachers and staff have developed collaborative partnering relationships with all parents and students to improve teaching and learning. | Distinguished |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>  | <b>Response</b>  | <b>Rating</b> |
|-----|---|--|---------------|
| 2.5 | School staff involves parents in personal communication about their students' progress at least once a month. | District and school staffs encourage continuous and meaningful communication with all parents about their student's academic goals and progress. | Distinguished |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 2.6 | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | School staff completes needs assessment with all parents to determine resources necessary for their child's academic success. | Proficient    |

|     | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|-----|--|---|---------------|
| 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. | All parents are asked for feedback on school's efforts to welcome and engage parents, and the feedback is used to improve school's efforts. | Proficient    |

**Communications**

Overall Rating: 3.0

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.1</b> | 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    |

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.2</b> | 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). | School staff offers varied ways to that parent can see share information with teachers about their children's learning needs. (For example, phone and email contact, offering parent conferences, and making home visits). | Proficient    |

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.3</b> | 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    |

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

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.5</b> | 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    |

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

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|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>3.7</b> | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness. | Proficient    |

## Decision Making

Overall Rating: 3.0

|            | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|------------|--|---|---------------|
| <b>4.1</b> | 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    |

|            | <b>Statement or Question</b>  | <b>Response</b>  | <b>Rating</b> |
|------------|---|--|---------------|
| <b>4.2</b> | 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    |

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>4.3</b> | 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. | 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. | Proficient    |

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

|            | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|------------|---|---|---------------|
| <b>4.5</b> | 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    |

|            | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|------------|--|--|---------------|
| <b>4.6</b> | 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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement. | Proficient    |

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|            | <b>Statement or Question</b>   | <b>Response</b>   | <b>Rating</b> |
|------------|--|---|---------------|
| <b>4.7</b> | 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: 3.0

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

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

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 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    |

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

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

## Learning Opportunities

Overall Rating: 3.0

|     | 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. | Parents have multiple opportunities to learn about and discuss: • Kentucky standards and expectations for all students. • School's curriculum, instructional methods, and student services. • School's decision-making process, including opportunities 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 participation in 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. | Proficient |

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

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

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

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

|     | Statement or Question  | Response   | Rating     |
|-----|--|--|------------|
| 6.6 | School staff develops parent leaders who contribute regularly to other parents' understanding and who help meet other parent learning needs. | 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: 3.0

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 7.1 | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | School leadership regularly shares information on student achievement and involves business and community leaders in school improvement efforts. | Proficient    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 7.4 | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents. | Proficient    |

|     | <b>Statement or Question</b>  | <b>Response</b>   | <b>Rating</b> |
|-----|---|---|---------------|
| 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    |

|     | <b>Statement or Question</b>   | <b>Response</b>  | <b>Rating</b> |
|-----|--|--|---------------|
| 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 offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents. | Proficient    |

## Reflection

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

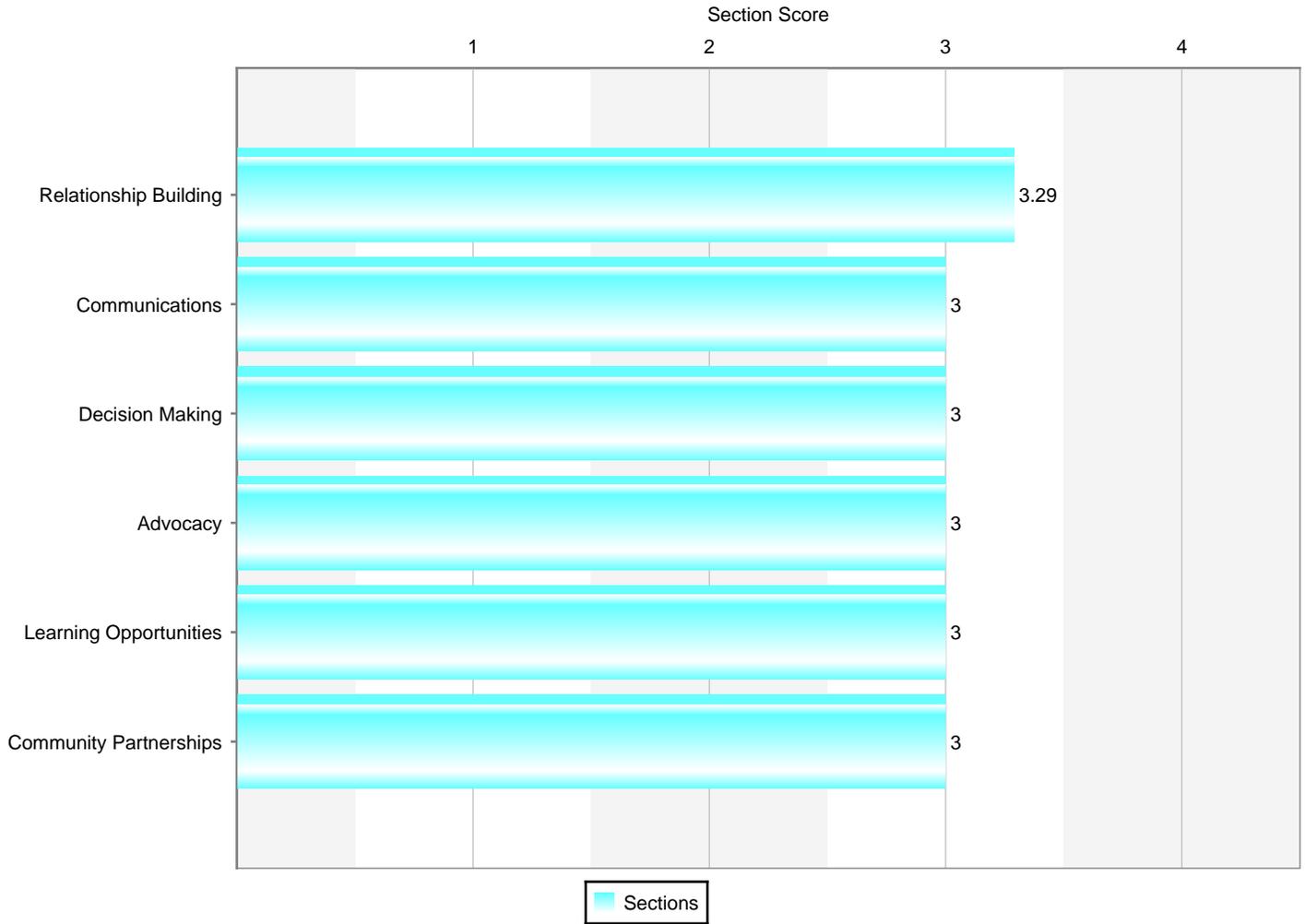
Based on the responses from the parents, the strengths would be in the areas of relationship-building, communication, and community partnerships.

The areas of improvement would be in learning opportunities for our parents. We do this on an individual basis when we conference with them and the emails that are sent out by the principal, but it would benefit all of our parents for us to take a more proactive approach to parent engagement and parent learning. With academic standards being somewhat different from when most parents attended school, it is imperative that we teach them how to best help their children. We will do this by offering opportunities for parents to learn more about the curriculum that is being taught to their children.

One of the goals of our school is build good relationships with the students as well communicate with the parents about their child. The plan on improving this area of need is to have more transitional meetings between the grade levels, have transitional nights and meetings where the parent can be better informed about standards at each level and see what the expectations of the students are at each grade level. This will help prepare our parents to help their children. A total team effort and partnership between school and home is our goal.

## 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.**

In developing our improvement plan, we engaged parents on our SBDM, parents who are volunteers and PTO members, and our entire school staff. We have developed an inclusive process because all of our stakeholders including our students through the use of the student survey information have had an opportunity to contribute to the plan. Meetings were held after school, including our SBDM meetings where we analyzed our data and our PTO meetings where the plan was laid out to members. After school meetings for our staff and leadership team were held so staff could focus on the material presented and look at our data to determine our Big Rocks (our main areas of focus). These were agreed upon by all stakeholders.

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

Stakeholder surveys from AdvancEd were given in the Spring of 2014. Results indicated the following:

The overall average score from the parent survey was a 3.99. The overall average score for staff was 4.04.

The overall average for K-2 students was 2.88 and overall average for 3-5 students was 2.72 which was slightly down from 2012 survey.

There is an increase toward trusting teacher recommendations regarding present level of performance with our parents. Student performance is based upon data which drives the learning path for each student.

The following stakeholders were represented as we developed this plan:

Students- we have now received some of the feedback from teachers giving student surveys. It is valuable in telling us what our students think and feel about their learning, their teachers and school in general.

Parents- We have three SBDM parent members, one of them is a parent of a minority child. Their responsibility has been to represent all other parents in the development of the plan. They speak on a daily basis to many of our other parents as some of them volunteer in our school and are at the school for many events. They have systematically gathered data and opinions and brought that information back to the council as we have developed our plan for improvement.

Teachers and staff members- Our teachers and staff members have taken on a major role in the development of this plan. When data was analyzed, they were the center of the analysis, thoroughly dissecting the data at their particular grade level and reporting out to the group on our Data Day in October. Some of our teachers, staff and parents have represented the school at the district planning day. Our teachers were also the group that identified our Big Rocks from a list of needs developed by several stakeholders.

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

This plan is communicated to stakeholders in a variety of ways. It is first approved by the SBDM council, and then communicated to all stakeholders in the school through SBDM communication means (posting on bulletin board, copies in the office available to all who ask, and  
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## **Comprehensive School Improvement Plan**

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discussed in our PLC's and other meetings). It is posted on our school and district website and is discussed at district meetings. The plan is on the agenda of our SBDM meetings and some of our PTO meetings. It is always a topic of our leadership meetings as we check our progress. We will continue to do a better job of checking to see how we are progressing and communicating our successes with all groups in our school.

# **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?**

KPREP Data was analyzed by our teachers, SBDM, parents, and administrators during several meeting using the guiding questions provided by our district leadership team. We also used the TELL survey, and sources of non-cognitive data to secure strategies for improvement. We have looked at the Kindergarten Readiness data to determine needs of our youngest learners.

What does the data tell us?

Our data tells us that our school score is 75.1.

Kindergarten readiness scores for 2016 indicate approximately 44.6% of our students were kindergarten ready which is an improvement over last year.

Camp Dick Robinson met the annual participation rate for the testing period, and we made our AMO. We exceeded our goal by 11.4.

Our overall score on Program Review was 100 %.

Compared to the state scores our overall NAPD calculations are the following:

CDR: State:

Reading: 66.2, state 68.0 (below the state)

Math: 64.4 , state 68 (below the state)

Science: no score

SS: 73.7, state 73.8 (below the state slightly)

Writing: 73.0, state 61.8 (above the state)

Lang. Mech. 68.4, state 68.9 (slightly below the state)

Science scores are not present because science is not a part of the test at the presents.

We also do not know how students performed on specific standards because we do not get that kind of specific feedback.

## **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 areas of strength include the following:

\*The school was designated as Distinguished and High Performing/Progressing.

\*Improvement in writing scores from 65.2 to 73.

\*Improvement in proficient and distinguished language mechanics from 54.7 to 59.2.

\*Writing and language mechanics are above the state average in Proficient and Distinguished

\*There was a significant 8 point gain in writing.

Our Novice reduction goals were met in reading for students with disabilities and free and reduced students.

Total novice reduction is 94.9.

## **Opportunities for Improvement**

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

Our opportunities for improvement are the following:

- \*Improving math and reading interventions to address students who are not proficient.
- \*Continue to improve on writing to address students who are not proficient writers.
- \*Increase the performance of male students especially in reading in all grade levels.
- \*Continue to improve student engagement.
- \*Continue to monitor formative assessment results to provide re-teaching opportunities.
- \*Improve culture and climate which is an on-going school-wide goal.

## Conclusion

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

Our next steps will be to continue to monitor instruction by building on the following:

Walkthroughs

PLC's

Instructional strategies (Kagan)

# **Plan for Comprehensive School Improvement Plan 2017**

## Overview

### Plan Name

Plan for Comprehensive School Improvement Plan 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 | The school will use the TELL Survey results to identify areas of concern and implement strategies for improvement. | Objectives: 1<br>Strategies: 1<br>Activities: 2  | Organizational | \$200         |
| 2 | Increase the proficiency level of students in the non-duplicated gap group from 43.1% in 2014-15 to 61.9% in 2017  | Objectives: 1<br>Strategies: 2<br>Activities: 6  | Academic       | \$500         |
| 3 | Increase the averaged combined reading and math K-prep scores for elementary students from 51.5% to 66.7% in 2017. | Objectives: 2<br>Strategies: 2<br>Activities: 14 | Academic       | \$51100       |
| 4 | Increase the percentage of students ready for Kindergarten from 40% to 58% in 2016.                                | Objectives: 1<br>Strategies: 1<br>Activities: 3  | Academic       | \$600         |

## Goal 1: The school will use the TELL Survey results to identify areas of concern and implement strategies for improvement.

### Measurable Objective 1:

collaborate to improve the conversations between home and school to increase student success. by 05/17/2013 as measured by The TELL survey results 2013..

### Strategy 1:

Grade level Meetings - Grade level teachers will meet and develop a program that introduces expectations for student success. The core standards will be discussed , in parent friendly terms, along with student work. Student data will be evaluated and grade level teams will demonstrate collaboration in developing an improved school culture.

Category: Continuous Improvement

Research Cited: The TELL survey results are supported by KDE.

| Activity - Parent Conference Meetings   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                          |
|---|--------------------|------------|------------|-------------------|-------------------|--|
| Parents, students and faculty will meet and discuss expectations for learning at least 2 times per year. These meetings will be set up by teacher grade level groups and monitored by administrators. | Parent Involvement | 01/02/2013 | 01/01/2017 | \$200             | Other             | teachers, parents and students, principals |

| Activity - Program Reviews  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|---------------------|--|
| The school will continue to improve the academic support programs monitored through program reviews in the following areas: writing, practical living, arts and humanities, primary program, and global competency. | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0               | No Funding Required | all staff, administrators and central office support staff |

## Goal 2: Increase the proficiency level of students in the non-duplicated gap group from 43.1% in 2014-15 to 61.9% in 2017

### Measurable Objective 1:

70% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency math combined in Reading by 05/15/2017 as measured by KPREP results in 2017.

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## Strategy 1:

Meeting gap students' needs - Every student will have an Individual Data Plan that will state the goals of the student based upon summative assessments, MAP assessments and RTI results for Tier 1,2,3. Teachers will conference with students regarding their current levels, goals and strategies to reach goals. RTI will be implemented for gap students who are not performing on level 1. Level 2 instruction will be based on individual student needs as determined by MAP data, classroom performance data, formative assessments, and other assessments.

Category: Continuous Improvement

Research Cited: Best practice suggests that when you meet a child at their level, then you can help the child move on to the next level. We must know where a child is to move them on and upward.

| Activity - IDP   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| IDP stands for Individual Data Plan. This will be housed in the students' data notebook located in each homeroom. It will contain current student assessment data and student goals for improving their performance. The goals and plans for improvement will be shared with students and parents. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required | All teachers, staff, principal, assistance from Central Office. |

| Activity - RTI  | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible   |
|---|--------------------|------------|------------|-------------------|---------------------|---|
| The Rtl process will continue to be improved with the help of the school psychologist and the Rtl team. Gap students and all students not performing successfully in Tier 1 instruction will be placed in Tier 2 and/or Tier 3 instruction according to the decisions of the RTI team using data from MAP to construct data boards, classroom formative assessments, and other data sources. Classroom teachers will partner with interventionists to identify students using data boards and deliver Tier 2 instruction. Administrators will monitor and coach teachers to improve student achievement to reach 80% mastery in Tier 1 instruction. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required | School pshychologist, Rtl team, administrators , teachers |

| Activity - Community mentoring  | Activity Type        | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                 |
|---|----------------------|------------|------------|-------------------|---------------------|---|
| The Americorps worker with the assistance of the school's Parent Teacher Organization and/or the Family Resource Center will help implement a community mentoring program. Mentors will be trained by the Family Resource Center and will meet periodically with students who lack meaningful relationships with adults in their lives. They will help students with reading, study skills and will use time with students to practice academic skills and social skills. | Community Engagement | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required | Americorps worker, administrators , teachers, PTO |

| Activity - Instructional Strategies | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|   |                          |            |            |     |                     |  |
|---|--------------------------|------------|------------|-----|---------------------|--|
| Teachers will be trained in the use of instructional strategies ( Rutherford, Kagan, etc.) to fully engage all students. There will be a Kagan strategy of the month and the teachers will be coached according to Rutherford coaching lab. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 | No Funding Required | Principal, district staff and teachers |
|---|--------------------------|------------|------------|-----|---------------------|--|

### Strategy 2:

School Culture - Teachers and administrators will be trained to facilitate a continuously improving school culture so students can reach their potential in a climate that is the most conducive to learning.

Category: Professional Learning & Support

| Activity - Sharing research on culture   | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                  |
|--|-----------------------|------------|------------|-------------------|---------------------|------------------------------------|
| Teachers and staff will be provided with articles and emails regarding the power of a positive culture in schools. They will learn what makes up school culture, and how they can impact it. The principal will share information about positive culture in each weekly update to staff. | Professional Learning | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required | principal, teachers, staff members |

| Activity - PLC work on school culture  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding    | Staff Responsible   |
|--|-----------------------|------------|------------|-------------------|----------------------|---|
| Teachers and staff will learn more about school culture during PLC meetings where they will take personality surveys and learn more about themselves, watch videos on school culture, have guest speakers at their PLC meetings to address school culture and define ways to improve the school culture at this school. SBDM funding will pay for any outside training required. | Professional Learning | 08/03/2015 | 05/31/2017 | \$500             | School Council Funds | Principal, assistant principal, teachers, staff, district support staff |

## Goal 3: Increase the averaged combined reading and math K-prep scores for elementary students from 51.5% % to 66.7% in 2017.

### Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 on K-PREP scores for 2017 in math and in Reading by 06/01/2017 as measured by 2017 KPREP results..

### Strategy 1:

Reading/Writing Proficiency - Reading and writing will be connected in all content areas. Progress will be monitored continuously. Student's present levels of performances for MAP, summatives, and district common assessments will be housed in each students Individual Data Plan (IDP) in their Student Data Notebook. Students will receive interventions in a timely way based on these assessment results.

Category: Learning Systems

Research Cited: Differentiated instruction supports efforts to individualize for each student's needs based upon their present level of performance.

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| Activity - Student Technology Increased usage   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
|---|--------------------------|------------|------------|-------------------|----------------------------------|--|
| Teachers will monitor weekly each students participation on the following software programs; LexiaCore5, Study Island, Big Universe, Plato, SuccessMaker, Moby Max Reading, to increase usage which   | Technology               | 08/03/2015 | 05/31/2017 | \$10000           | Title I School Improvement (ISI) | All teachers, ParaProfessionals, staff, principal                  |
| Activity - Reading Instruction Plan   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
| Reading instruction will include teaching, assessment and reteaching/ retesting opportunities for students who do not master the content on the first attempt. This will be the plan for Tier 1 and Tier 2 classroom instruction. Teachers will use a combination of whole group instruction, small group instruction and centers to teach reading. | Direct Instruction       | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required              | Administrators, Teachers, Instructional Assistants                 |
| Activity - Students' reading levels   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
| Teachers will use resources to determine students' reading levels and will instruct and group students accordingly.   | Direct Instruction       | 08/03/2015 | 05/31/2017 | \$5000            | Text Books                       | Administrators, teachers, Title I teachers, other interventionists |
| Activity - Reading Centers  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
| Teachers will use learning centers to differentiate reading practice in each reading classroom. Teachers will use SBDM allocations to purchase materials to keep centers updated.   | Direct Instruction       | 08/03/2015 | 05/31/2017 | \$1500            | School Council Funds             | Administrators, Teachers, Instructional Assistants                 |
| Activity - Guided Reading   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
| The master schedule will be altered to include a designated time for each grade level to incorporate Guided Reading. Teachers will visit other schools in and out of the district who implement guided reading and will receive training in Guided Reading.   | Direct Instruction       | 01/05/2015 | 05/31/2017 | \$600             | School Council Funds             | administrators, teachers, staff members                            |
| Activity - Reflective writing   | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding                | Staff Responsible  |
| Students will practice reflecting on their own writing at every level. This will be evidenced in their writing journals, working folders and classroom writing assignments. It will be monitored by the school administrators and district administrators using the walkthrough document.   | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required              | teachers, administrators, district administrators                  |

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| Activity - Writing Process   | Activity Type      | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                   |
|--|--------------------|------------|------------|-------------------|---------------------|-------------------------------------|
| Teachers will be trained to use the writing process (Abell and Atherton) The writing process will be displayed and referred to in every classroom. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0               | No Funding Required | administrators , teachers and staff |

| Activity - Writer's Workshop training  | Activity Type         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                     |
|--|-----------------------|------------|------------|-------------------|-------------------|---------------------------------------|
| Teachers will begin to be trained to use the writer's workshop approach to teaching writing. This will provide differentiation to meet students' needs and will provide time for conferencing with students. | Professional Learning | 08/03/2015 | 05/31/2017 | \$1000            | Other             | adminstrators, teachers, KDE trainers |

| Activity - Purchase reading series  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------|-------------------|---|
| We will purchase the Journeys series for grades K-2 and the Reading Wonders for grades 3-5. Teachers will be trained to use the series for maximum effectiveness. | Academic Support Program | 12/01/2015 | 06/15/2016 | \$30000           | State Funds       | Principal, assistant principal, Assistant Superintendent, and all reading teachers. |

| Activity - Kindergarten readiness  | Activity Type            | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible                                 |
|--|--------------------------|------------|------------|-------------------|---------------------|---|
| Using the Brigance screener, students will be screened for kindergarten readiness and activities will be planned to enhance students' skills in the areas identified for readiness to learn. | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0               | No Funding Required | teachers, principals, and district administrators |

### Measurable Objective 2:

A 50% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 in number sense and number fluency in Mathematics by 05/31/2017 as measured by KPREP 2017 test.

### Strategy 1:

Math Proficiency - Students will be taught mathematics using more differentiated approaches, interventions, and resources that provide practice and motivation on students' individual levels.

Category: Learning Systems

| Activity - Guided Math Instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

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|   |                          |                   |                 |                          |                          |   |
|---|--------------------------|-------------------|-----------------|--------------------------|--------------------------|---|
| The master schedule will be altered so students receive Guided Math instruction on their math levels daily. One teacher will train the other teachers to use the KCM strategies after attending training. | Direct Instruction       | 02/02/2015        | 05/31/2017      | \$2000                   | Title II Part A          | Math teachers, administrators, instructional assistants |
| <b>Activity - Technology Use</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| Teachers will use technology to practice math fluency, increase number sense, and provide a variety of learning resources to motivate students.   | Technology               | 08/03/2015        | 05/31/2017      | \$0                      | Other                    | principal, other administrators, teachers               |
| <b>Activity - Guest speakers</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| Guest speakers will emphasize how they use math in their careers and the importance of mastering math facts and math skills   | Community Engagement     | 08/03/2015        | 05/31/2017      | \$0                      | No Funding Required      | administrators, teachers, all staff                     |
| <b>Activity - Purchase math series</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| We will purchase Go math for grades 4-5. Teachers will be trained to use the series for maximum effectiveness.  | Academic Support Program | 08/03/2015        | 05/31/2017      | \$1000                   | State Funds              | Principal, Assistant Principal, 4-5 grade math teachers |

## Goal 4: Increase the percentage of students ready for Kindergarten from 40% to 58% in 2016.

### Measurable Objective 1:

A 15% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 for Kindergarten Readiness in Practical Living by 10/31/2016 as measured by Brigance, given at the beginning of Kindergarten school year.

### Strategy 1:

Kindergarten Readiness - Kindergarten readiness will be a focus of the school's preschool program, the schools' volunteer program, and the PTO at the school. The results of the Brigance screener will be the data used to determine kindergarten readiness.

Category: Early Learning

Research Cited: Head start supports transitions (developmentally) that prepare young learners for success in the classroom

|   |                      |                   |                 |                          |                          |                          |
|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| <b>Activity - Kindergarten Transition</b> | <b>Activity Type</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
|---|----------------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

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|   |                          |                   |                 |                          |                          |  |
|---|--------------------------|-------------------|-----------------|--------------------------|--------------------------|--|
| To aid in transition and to ensure students practice during the summer, the following will be given to parents/guardians during screenings: practice work with shape, number, colors, letters, self-help, social/emotional, technology activities. We will make sure to address the Kindergarten readiness numbers. | Parent Involvement       | 08/03/2015        | 05/31/2017      | \$100                    | Title I Part C           | All pre-school teachers, Kindergarten teachers, Paraprofessionals, principal, Director of Special Education, Family Resource Directors, Head Start |
| <b>Activity - Readiness practice</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| During mandatory Pre- School screening, Kindergarten Readiness skill practice resources and activities will be given to care givers to engage their help in preparing students for the Kindergarten year. The Garrard County Early Childhood Council will provide training and materials.                           | Academic Support Program | 08/03/2015        | 05/31/2017      | \$500                    | Grant Funds              | GECCO, YOUTH Service Center, administrators, preschool teachers, kindergarten teachers.  |
| <b>Activity - Brigance results</b>  | <b>Activity Type</b>     | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>   |
| The results of the Brigance kindergarten screener will be shared with all stakeholders and the data will be analyzed to ensure needs are addressed so students will be more likely to be successful in kindergarten.  | Academic Support Program | 08/03/2015        | 05/31/2017      | \$0                      | No Funding Required      | administrators , teachers, staff members   |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Grant Funds

| Activity Name      | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------|---|--------------------------|------------|------------|-------------------|--|
| Readiness practice | During mandatory Pre- School screening, Kindergarten Readiness skill practice resources and activities will be given to care givers to engage their hlep in preparing students for the Kindergarten year. The Garrard County Early Childhood Council will provide training and materials. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$500             | GECCO, YOUTH Service Center, adminstrators, preschool teachers, kindergarten teachers. |
| <b>Total</b>       |   |                          |            |            | \$500             |  |

### Text Books

| Activity Name            | Activity Description  | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--------------------------|---|--------------------|------------|------------|-------------------|---|
| Students' reading levels | Teachers will use resources to determine students' reading levels and will instruct and group students accordingly. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$5000            | Adminstrators , teachers, Title I teachers, other interventionist s |
| <b>Total</b>             |   |                    |            |            | \$5000            |   |

### Other

| Activity Name              | Activity Description   | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible                          |
|----------------------------|--|-----------------------|------------|------------|-------------------|--|
| Parent Conference Meetings | Parents, students and faculty will meet and discuss expectations for learning at least 2 times per year. These meetings will be set up by teacher grade level groups and monitored by adminstrators.         | Parent Involvement    | 01/02/2013 | 01/01/2017 | \$200             | teachers, parents and students, principals |
| Writer's Workshop training | Teachers will begin to be trained to use the writer's workshop approach to teaching writing. This will provide differentiation to meet students' needs and will provide time for conferencing with students. | Professional Learning | 08/03/2015 | 05/31/2017 | \$1000            | adminstrators, teachers, KDE trainers      |

## Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

|                |   |            |            |            |        |   |
|----------------|---|------------|------------|------------|--------|---|
| Technology Use | Teachers will use technology to practice math fluency, increase number sense, and provide a variety of learning resources to motivate students. | Technology | 08/03/2015 | 05/31/2017 | \$0    | principal, other administrators, teachers |
| <b>Total</b>   |   |            |            |            | \$1200 |   |

### School Council Funds

| Activity Name              | Activity Description   | Activity Type         | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|----------------------------|--|-----------------------|------------|------------|-------------------|---|
| PLC work on school culture | Teachers and staff will learn more about school culture during PLC meetings where they will take personality surveys and learn more about themselves, watch videos on school culture, have guest speakers at their PLC meetings to address school culture and define ways to improve the school culture at this school. SBDM funding will pay for any outside training required. | Professional Learning | 08/03/2015 | 05/31/2017 | \$500             | Principal, assistant principal, teachers, staff, district support staff |
| Reading Centers            | Teachers will use learning centers to differentiate reading practice in each reading classroom. Teachers will use SBDM allocations to purchase materials to keep centers updated.  | Direct Instruction    | 08/03/2015 | 05/31/2017 | \$1500            | Administrators, Teachers, Instructional Assistants                      |
| Guided Reading             | The master schedule will be altered to include a designated time for each grade level to incorporate Guided Reading. Teachers will visit other schools in and out of the district who implement guided reading and will receive training in Guided Reading.  | Direct Instruction    | 01/05/2015 | 05/31/2017 | \$600             | administrators, teachers, staff members                                 |
| <b>Total</b>               |  |                       |            |            | \$2600            |   |

### State Funds

| Activity Name           | Activity Description  | Activity Type            | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|-------------------------|---|--------------------------|------------|------------|-------------------|---|
| Purchase math series    | We will purchase Go math for grades 4-5. Teachers will be trained to use the series for maximum effectiveness.  | Academic Support Program | 08/03/2015 | 05/31/2017 | \$1000            | Principal, Assistant Principal, 4-5 grade math teachers                             |
| Purchase reading series | We will purchase the Journeys series for grades K-2 and the Reading Wonders for grades 3-5. Teachers will be trained to use the series for maximum effectiveness. | Academic Support Program | 12/01/2015 | 06/15/2016 | \$30000           | Principal, assistant principal, Assistant Superintendent, and all reading teachers. |
| <b>Total</b>            |   |                          |            |            | \$31000           |   |

## Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

### Title II Part A

| Activity Name           | Activity Description  | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible                                       |
|-------------------------|---|--------------------|------------|------------|-------------------|---|
| Guided Math Instruction | The master schedule will be altered so students receive Guided Math instruction on their math levels daily. One teacher will train the other teachers to use the KCM strategies after attending training. | Direct Instruction | 02/02/2015 | 05/31/2017 | \$2000            | Math teachers, administrators, instructional assistants |
| <b>Total</b>            |   |                    |            |            | \$2000            |   |

### Title I School Improvement (ISI)

| Activity Name                      | Activity Description  | Activity Type | Begin Date | End Date   | Resource Assigned | Staff Responsible                                 |
|------------------------------------|---|---------------|------------|------------|-------------------|---|
| Student Technology Increased usage | Teachers will monitor weekly each students participation on the following software programs; LexiaCore5, Study Island, Big Universe, Plato, SuccessMaker, Moby Max Reading, to increase usage which | Technology    | 08/03/2015 | 05/31/2017 | \$10000           | All teachers, ParaProfessionals, staff, principal |
| <b>Total</b>                       |   |               |            |            | \$10000           |   |

### Title I Part C

| Activity Name           | Activity Description  | Activity Type      | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|-------------------------|---|--------------------|------------|------------|-------------------|--|
| Kindergarten Transition | To aid in transition and to ensure students practice during the summer, the following will be given to parents/guardians during screenings: practice work with shape, number, colors, letters, self-help, social/emotional, technology activities. We will make sure to address the Kindergarten readiness numbers. | Parent Involvement | 08/03/2015 | 05/31/2017 | \$100             | All pre-school teachers, Kindergarten teachers, Paraprofessionals, principal, Director of Special Education, Family Resource Directors, Head Start |
| <b>Total</b>            |   |                    |            |            | \$100             |  |

### No Funding Required

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

## Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

|                             |   |                          |            |            |     |  |
|-----------------------------|---|--------------------------|------------|------------|-----|--|
| Reading Instruction Plan    | Reading instruction will include teaching, assessment and reteaching/ retesting opportunities for students who do not master the content on the first attempt. This will be the plan for Tier 1 and Tier 2 classroom instruction. Teachers will use a combination of whole group instruction, small group instruction and centers to teach reading.   | Direct Instruction       | 08/03/2015 | 05/31/2017 | \$0 | Administrator s, Teachers, Instructional Assistants        |
| Program Reviews             | The school will continue to improve the academic support programs monitored through program reviews in the following areas:<br>writing, practical living, arts and humanities, primary program, and global competency.  | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0 | all staff, administrators and central office support staff |
| Kindergarten readiness      | Using the Brigance screener, students will be screened for kindergarten readiness and activities will be planned to enhance students' skills in the areas identified for readiness to learn.  | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0 | teachers, principals, and district administrators          |
| Guest speakers              | Guest speakers will emphasize how they use math in their careers and the importance of mastering math facts and math skills   | Community Engagement     | 08/03/2015 | 05/31/2017 | \$0 | administrators , teachers, all staff                       |
| Reflective writing          | Students will practice reflecting on their own writing at every level. This will be evidenced in their writing journals, working folders and classroom writing assignments. It will be monitored by the school administrators and district administrators using the walkthrough document.   | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 | teachers, administrators , district administrators         |
| RTI                         | The Rtl process will continue to be improved with the help of the school psychologist and the Rtl team. Gap students and all students not performing successfully in Tier 1 instruction will be placed in Tier 2 and/or Tier 3 instruction according to the decisions of the RTI team using data from MAP to construct data boards, classroom formative assessments, and other data sources. Classroom teachers will partner with interventionists to identify students using data boards and deliver Tier 2 instruction. Administrators will monitor and coach teachers to improve student achievement to reach 80% mastery in Tier 1 instruction. | Direct Instruction       | 08/03/2015 | 05/31/2017 | \$0 | School pshychologist, Rtl team, administrators , teachers  |
| Writing Process             | Teachers will be trained to use the writing process (Abell and Atherton) The writing process will be displayed and referred to in every classroom.  | Direct Instruction       | 08/03/2015 | 05/31/2017 | \$0 | administrators , teachers and staff                        |
| Instructional Strategies    | Teachers will be trained in the use of instructional strategies ( Rutherford, Kagan, etc.) to fully engage all students. There will be a Kagan strategy of the month and the teachers will be coached according to Rutherford coaching lab.   | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 | Principal, district staff and teachers                     |
| Sharing research on culture | Teachers and staff will be provided with articles and emails regarding the power of a positive culture in schools. They will learn what makes up school culture, and how they can impact it. The principal will share information about positive culture in each weekly update to staff.  | Professional Learning    | 08/03/2015 | 05/31/2017 | \$0 | principal, teachers, staff members                         |

## Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

|                     |   |                          |            |            |            |   |
|---------------------|---|--------------------------|------------|------------|------------|---|
| Brigance results    | The results of the Brigance kindergarten screener will be shared with all stakeholders and the data will be analyzed to ensure needs are addressed so students will be more likely to be successful in kindergarten.  | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0        | administrators , teachers, staff members                        |
| IDP                 | IDP stands for Individual Data Plan. This will be housed in the students' data notebook located in each homeroom. It will contain current student assessment data and student goals for improving their performance. The goals and plans for improvement will be shared with students and parents.  | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0        | All teachers, staff, principal, assistance from Central Office. |
| Community mentoring | The Americorps worker with the assistance of the school's Parent Teacher Organization and/or the Family Resource Center will help implement a community mentoring program. Mentors will be trained by the Family Resource Center and will meet periodically with students who lack meaningful relationships with adults in their lives. They will help students with reading, study skills and will use time with students to practice academic skills and social skills. | Community Engagement     | 08/03/2015 | 05/31/2017 | \$0        | Americorps worker, administrators , teachers, PTO               |
| <b>Total</b>        |   |                          |            |            | <b>\$0</b> |   |

## **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      |         |            |

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

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

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

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

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

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

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

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

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

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

| Label                          | Assurance  | Response | Comment  | Attachment |
|--------------------------------|--|----------|--|------------|
| Comprehensive Needs Assessment | The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students. | N/A      | A school wide program is in place. Therefore, all students are considered Title I. |            |

| Label                    | Assurance   | Response | Comment   | Attachment |
|--------------------------|---|----------|---|------------|
| Instructional Strategies | The school planned and developed research based instructional strategies to support and assist identified students. | N/A      | All students are considered Title I students. Those identified for RtI are addressed as strategies are developed to support and assist academic growth. |            |

| 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. | N/A      | A school wide program is in place. |            |

# Comprehensive School Improvement Plan

Camp Dick Robinson 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. | N/A      | A school wide program is in place. |            |

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

| Label                          | Assurance  | Response | Comment                            | Attachment |
|--------------------------------|--|----------|------------------------------------|------------|
| Targeted Assistance Activities | The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities. | N/A      | A school wide program is in place. |            |

| 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. | N/A      |         |            |

| 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. | N/A      | The school has a school wide program. |            |

| 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. | N/A      | The school has a school wide program that includes parent involvement strategies. |            |

| 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      | The school has a school wide program. |            |

| 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      | All students are identified as Title I. |            |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Label                          | Assurance  | Response | Comment | Attachment |
|--------------------------------|--|----------|---------|------------|
| Comprehensive Improvement Plan | The school planned an annual evaluation that addressed the implementation of the comprehensive plan and student achievement results that informed changes when needed. | Yes      |         |            |

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

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

| Label                    | Assurance  | Response | Comment | Attachment |
|--------------------------|--|----------|---------|------------|
| Professional Development | The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college and career ready. | Yes      |         |            |

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

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

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

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

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

| Label                                  | Assurance  | Response | Comment                                 | Attachment |
|--|--|----------|---|------------|
| Para-educator Non-Instructional Duties | The school scheduled non-instructional duties for para-educators working with targeted students demonstrating that the duties are on a limited basis only. | N/A      | All students are identified as Title I. |            |

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

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

## **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:**

The school will use the TELL Survey results to identify areas of concern and implement strategies for improvement.

**Measurable Objective 1:**

collaborate to improve the conversations between home and school to increase student success. by 05/17/2013 as measured by The TELL survey results 2013..

**Strategy1:**

Grade level Meetings - Grade level teachers will meet and develop a program that introduces expectations for student success. The core standards will be discussed , in parent friendly terms, along with student work. Student data will be evaluated and grade level teams will demonstrate collaboration in developing an improved school culture.

Category: Continuous Improvement

Research Cited: The TELL survey results are supported by KDE.

| Activity - Parent Conference Meetings   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                          |
|---|--------------------|------------|------------|-------------------------|--|
| Parents, students and faculty will meet and discuss expectations for learning at least 2 times per year. These meetings will be set up by teacher grade level groups and monitored by administrators. | Parent Involvement | 01/02/2013 | 01/01/2017 | \$200 - Other           | teachers, parents and students, principals |

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

**Goal 1:**

Increase the averaged combined reading and math K-prep scores for elementary students from 51.5% % to 66.7% in 2017.

**Measurable Objective 1:**

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 on K-PREP scores for 2017 in math and in Reading by 06/01/2017 as measured by 2017 KPREP results..

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

## Strategy1:

Reading/Writing Proficiency - Reading and writing will be connected in all content areas. Progress will be monitored continuously. Student's present levels of performances for MAP, summatives, and district common assessments will be housed in each student's Individual Data Plan (IDP) in their Student Data Notebook. Students will receive interventions in a timely way based on these assessment results.

Category: Learning Systems

Research Cited: Differentiated instruction supports efforts to individualize for each student's needs based upon their present level of performance.

| Activity - Guided Reading   | Activity Type      | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                       |
|---|--------------------|------------|------------|------------------------------|---|
| The master schedule will be altered to include a designated time for each grade level to incorporate Guided Reading. Teachers will visit other schools in and out of the district who implement guided reading and will receive training in Guided Reading. | Direct Instruction | 01/05/2015 | 05/31/2017 | \$600 - School Council Funds | administrators, teachers, staff members |

| Activity - Students' reading levels   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|--------------------|------------|------------|-------------------------|--|
| Teachers will use resources to determine students' reading levels and will instruct and group students accordingly. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$5000 - Text Books     | Administrators, teachers, Title I teachers, other interventionists |

| Activity - Reading Instruction Plan   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                  |
|---|--------------------|------------|------------|---------------------------|--|
| Reading instruction will include teaching, assessment and reteaching/ retesting opportunities for students who do not master the content on the first attempt. This will be the plan for Tier 1 and Tier 2 classroom instruction. Teachers will use a combination of whole group instruction, small group instruction and centers to teach reading. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | Administrators, Teachers, Instructional Assistants |

| Activity - Writer's Workshop training  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                      |
|--|-----------------------|------------|------------|-------------------------|--|
| Teachers will begin to be trained to use the writer's workshop approach to teaching writing. This will provide differentiation to meet students' needs and will provide time for conferencing with students. | Professional Learning | 08/03/2015 | 05/31/2017 | \$1000 - Other          | administrators, teachers, KDE trainers |

| Activity - Student Technology Increased usage  | Activity Type | Begin Date | End Date   | Funding Amount & Source                    | Staff Responsible                                 |
|--|---------------|------------|------------|--|---|
| Teachers will monitor weekly each student's participation on the following software programs; LexiaCore5, Study Island, Big Universe, Plato, SuccessMaker, Moby Max Reading, to increase usage which | Technology    | 08/03/2015 | 05/31/2017 | \$10000 - Title I School Improvement (ISI) | All teachers, ParaProfessionals, staff, principal |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Writing Process   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|--------------------|------------|------------|---------------------------|------------------------------------|
| Teachers will be trained to use the writing process (Abell and Atherton) The writing process will be displayed and referred to in every classroom. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | administrators, teachers and staff |

| Activity - Purchase reading series  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------------|---|
| We will purchase the Journeys series for grades K-2 and the Reading Wonders for grades 3-5. Teachers will be trained to use the series for maximum effectiveness. | Academic Support Program | 12/01/2015 | 06/15/2016 | \$30000 - State Funds   | Principal, assistant principal, Assistant Superintendent, and all reading teachers. |

| Activity - Reading Centers  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                                  |
|---|--------------------|------------|------------|-------------------------------|--|
| Teachers will use learning centers to differentiate reading practice in each reading classroom. Teachers will use SBDM allocations to purchase materials to keep centers updated. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$1500 - School Council Funds | Administrators, Teachers, Instructional Assistants |

| Activity - Reflective writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                 |
|---|--------------------------|------------|------------|---------------------------|---|
| Students will practice reflecting on their own writing at every level. This will be evidenced in their writing journals, working folders and classroom writing assignments. It will be monitored by the school administrators and district administrators using the walkthrough document. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | teachers, administrators, district administrators |

## Measurable Objective 2:

A 50% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 in number sense and number fluency in Mathematics by 05/31/2017 as measured by KPREP 2017 test.

## Strategy1:

Math Proficiency - Students will be taught mathematics using more differentiated approaches, interventions, and resources that provide practice and motivation on students' individual levels.

Category: Learning Systems

Research Cited:

| Activity - Purchase math series  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                       |
|--|--------------------------|------------|------------|-------------------------|---|
| We will purchase Go math for grades 4-5. Teachers will be trained to use the series for maximum effectiveness. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$1000 - State Funds    | Principal, Assistant Principal, 4-5 grade math teachers |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Technology Use   | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                         |
|---|---------------|------------|------------|-------------------------|---|
| Teachers will use technology to practice math fluency, increase number sense, and provide a variety of learning resources to motivate students. | Technology    | 08/03/2015 | 05/31/2017 | \$0 - Other             | principal, other administrators, teachers |

| Activity - Guest speakers   | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                   |
|---|----------------------|------------|------------|---------------------------|-------------------------------------|
| Guest speakers will emphasize how they use math in their careers and the importance of mastering math facts and math skills | Community Engagement | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | administrators, teachers, all staff |

| Activity - Guided Math Instruction  | Activity Type      | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible                                       |
|---|--------------------|------------|------------|--------------------------|---|
| The master schedule will be altered so students receive Guided Math instruction on their math levels daily. One teacher will train the other teachers to use the KCM strategies after attending training. | Direct Instruction | 02/02/2015 | 05/31/2017 | \$2000 - Title II Part A | Math teachers, administrators, instructional assistants |

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

## Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary students from 51.5% % to 66.7% in 2017.

## Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 on K-PREP scores for 2017 in math and in Reading by 06/01/2017 as measured by 2017 KPREP results..

## Strategy1:

Reading/Writing Proficiency - Reading and writing will be connected in all content areas. Progress will be monitored continuously. Student's present levels of performances for MAP, summatives, and district common assessments will be housed in each students Individual Data Plan (IDP) in their Student Data Notebook. Students will receive interventions in a timely way based on these assessment results.

Category: Learning Systems

Research Cited: Differentiated instruction supports efforts to individualize for each student's needs based upon their present level of performance.

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Kindergarten readiness  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                 |
|--|--------------------------|------------|------------|---------------------------|---|
| Using the Brigance screener, students will be screened for kindergarten readiness and activities will be planned to enhance students' skills in the areas identified for readiness to learn. | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0 - No Funding Required | teachers, principals, and district administrators |

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

## Goal 1:

Increase the percentage of students ready for Kindergarten from 40% to 58% in 2016.

## Measurable Objective 1:

A 15% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 for Kindergarten Readiness in Practical Living by 10/31/2016 as measured by Brigance, given at the beginning of Kindergarten school year.

## Strategy1:

Kindergarten Readiness - Kindergarten readiness will be a focus of the school's preschool program, the schools' volunteer program, and the PTO at the school. The results of the Brigance screener will be the data used to determine kindergarten readiness.

Category: Early Learning

Research Cited: Head start supports transitions (developmentally) that prepare young learners for success in the classroom

| Activity - Brigance results  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                       |
|--|--------------------------|------------|------------|---------------------------|---|
| The results of the Brigance kindergarten screener will be shared with all stakeholders and the data will be analyzed to ensure needs are addressed so students will be more likely to be successful in kindergarten. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | administrators, teachers, staff members |

| Activity - Readiness practice   | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------------|---|
| During mandatory Pre- School screening, Kindergarten Readiness skill practice resources and activities will be given to care givers to engage their help in preparing students for the Kindergarten year. The Garrard County Early Childhood Council will provide training and materials. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$500 - Grant Funds     | GECCO, Youth Service Center, administrators, preschool teachers, kindergarten teachers. |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Kindergarten Transition  | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible  |
|---|--------------------|------------|------------|-------------------------|--|
| To aid in transition and to ensure students practice during the summer, the following will be given to parents/guardians during screenings: practice work with shape, number, colors, letters, self-help, social/emotional, technology activities. We will make sure to address the Kindergarten readiness numbers. | Parent Involvement | 08/03/2015 | 05/31/2017 | \$100 - Title I Part C  | All pre-school teachers, Kindergarten teachers, Paraprofessionals, principal, Director of Special Education, Family Resource Directors, Head Start |

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

### Goal 1:

Increase the averaged combined reading and math K-prep scores for elementary students from 51.5% to 66.7% in 2017.

### Measurable Objective 1:

70% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 on K-PREP scores for 2017 in math and in Reading by 06/01/2017 as measured by 2017 KPREP results..

### Strategy1:

Reading/Writing Proficiency - Reading and writing will be connected in all content areas. Progress will be monitored continuously. Student's present levels of performances for MAP, summatives, and district common assessments will be housed in each student's Individual Data Plan (IDP) in their Student Data Notebook. Students will receive interventions in a timely way based on these assessment results.

Category: Learning Systems

Research Cited: Differentiated instruction supports efforts to individualize for each student's needs based upon their present level of performance.

| Activity - Guided Reading   | Activity Type      | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible                       |
|---|--------------------|------------|------------|------------------------------|---|
| The master schedule will be altered to include a designated time for each grade level to incorporate Guided Reading. Teachers will visit other schools in and out of the district who implement guided reading and will receive training in Guided Reading. | Direct Instruction | 01/05/2015 | 05/31/2017 | \$600 - School Council Funds | administrators, teachers, staff members |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Reflective writing   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                 |
|---|--------------------------|------------|------------|---------------------------|---|
| Students will practice reflecting on their own writing at every level. This will be evidenced in their writing journals, working folders and classroom writing assignments. It will be monitored by the school administrators and district administrators using the walkthrough document. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | teachers, administrators, district administrators |

| Activity - Student Technology Increased usage   | Activity Type | Begin Date | End Date   | Funding Amount & Source                    | Staff Responsible                                 |
|---|---------------|------------|------------|--|---|
| Teachers will monitor weekly each students participation on the following software programs; LexiaCore5, Study Island, Big Universe, Plato, SuccessMaker, Moby Max Reading, to increase usage which | Technology    | 08/03/2015 | 05/31/2017 | \$10000 - Title I School Improvement (ISI) | All teachers, ParaProfessionals, staff, principal |

| Activity - Writer's Workshop training  | Activity Type         | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                      |
|--|-----------------------|------------|------------|-------------------------|--|
| Teachers will begin to be trained to use the writer's workshop approach to teaching writing. This will provide differentiation to meet students' needs and will provide time for conferencing with students. | Professional Learning | 08/03/2015 | 05/31/2017 | \$1000 - Other          | administrators, teachers, KDE trainers |

| Activity - Writing Process   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|--------------------|------------|------------|---------------------------|------------------------------------|
| Teachers will be trained to use the writing process (Abell and Atherton) The writing process will be displayed and referred to in every classroom. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | administrators, teachers and staff |

| Activity - Kindergarten readiness  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                 |
|--|--------------------------|------------|------------|---------------------------|---|
| Using the Brigance screener, students will be screened for kindergarten readiness and activities will be planned to enhance students' skills in the areas identified for readiness to learn. | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0 - No Funding Required | teachers, principals, and district administrators |

| Activity - Reading Centers  | Activity Type      | Begin Date | End Date   | Funding Amount & Source       | Staff Responsible                                  |
|---|--------------------|------------|------------|-------------------------------|--|
| Teachers will use learning centers to differentiate reading practice in each reading classroom. Teachers will use SBDM allocations to purchase materials to keep centers updated. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$1500 - School Council Funds | Administrators, Teachers, Instructional Assistants |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Reading Instruction Plan   | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                  |
|---|--------------------|------------|------------|---------------------------|--|
| Reading instruction will include teaching, assessment and reteaching/ retesting opportunities for students who do not master the content on the first attempt. This will be the plan for Tier 1 and Tier 2 classroom instruction. Teachers will use a combination of whole group instruction, small group instruction and centers to teach reading. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | Administrators, Teachers, Instructional Assistants |

| Activity - Purchase reading series  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|--------------------------|------------|------------|-------------------------|---|
| We will purchase the Journeys series for grades K-2 and the Reading Wonders for grades 3-5. Teachers will be trained to use the series for maximum effectiveness. | Academic Support Program | 12/01/2015 | 06/15/2016 | \$30000 - State Funds   | Principal, assistant principal, Assistant Superintendent, and all reading teachers. |

| Activity - Students' reading levels   | Activity Type      | Begin Date | End Date   | Funding Amount & Source | Staff Responsible   |
|---|--------------------|------------|------------|-------------------------|---|
| Teachers will use resources to determine students' reading levels and will instruct and group students accordingly. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$5000 - Text Books     | Adminstrators, teachers, Title I teachers, other interventionists |

## Measurable Objective 2:

A 50% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, 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 in number sense and number fluency in Mathematics by 05/31/2017 as measured by KPREP 2017 test.

## Strategy1:

Math Proficiency - Students will be taught mathematics using more differentiated approaches, interventions, and resources that provide practice and motivation on students' individual levels.

Category: Learning Systems

Research Cited:

| Activity - Purchase math series  | Activity Type            | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                                       |
|--|--------------------------|------------|------------|-------------------------|---|
| We will purchase Go math for grades 4-5. Teachers will be trained to use the series for maximum effectiveness. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$1000 - State Funds    | Principal, Assistant Principal, 4-5 grade math teachers |

| Activity - Technology Use   | Activity Type | Begin Date | End Date   | Funding Amount & Source | Staff Responsible                         |
|---|---------------|------------|------------|-------------------------|---|
| Teachers will use technology to practice math fluency, increase number sense, and provide a variety of learning resources to motivate students. | Technology    | 08/03/2015 | 05/31/2017 | \$0 - Other             | principal, other administrators, teachers |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Guest speakers   | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                   |
|---|----------------------|------------|------------|---------------------------|-------------------------------------|
| Guest speakers will emphasize how they use math in their careers and the importance of mastering math facts and math skills | Community Engagement | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | administrators, teachers, all staff |

| Activity - Guided Math Instruction  | Activity Type      | Begin Date | End Date   | Funding Amount & Source  | Staff Responsible                                       |
|---|--------------------|------------|------------|--------------------------|---|
| The master schedule will be altered so students receive Guided Math instruction on their math levels daily. One teacher will train the other teachers to use the KCM strategies after attending training. | Direct Instruction | 02/02/2015 | 05/31/2017 | \$2000 - Title II Part A | Math teachers, administrators, instructional assistants |

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the proficiency level of students in the non-duplicated gap group from 43.1% in 2014-15 to 61.9% in 2017

### Measurable Objective 1:

70% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency math combined in Reading by 05/15/2017 as measured by KPREP results in 2017.

### Strategy1:

Meeting gap students' needs - Every student will have an Individual Data Plan that will state the goals of the student based upon summative assessments, MAP assessments and RTI results for Tier 1,2,3. Teachers will conference with students regarding their current levels, goals and strategies to reach goals. RTI will be implemented for gap students who are not performing on level 1. Level 2 instruction will be based on individual student needs as determined by MAP data, classroom performance data, formative assessments, and other assessments.

Category: Continuous Improvement

Research Cited: Best practice suggests that when you meet a child at their level, then you can help the child move on to the next level. We must know where a child is to move them on and upward.

| Activity - Community mentoring  | Activity Type        | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                                |
|---|----------------------|------------|------------|---------------------------|--|
| The Americorps worker with the assistance of the school's Parent Teacher Organization and/or the Family Resource Center will help implement a community mentoring program. Mentors will be trained by the Family Resource Center and will meet periodically with students who lack meaningful relationships with adults in their lives. They will help students with reading, study skills and will use time with students to practice academic skills and social skills. | Community Engagement | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | Americorps worker, administrators, teachers, PTO |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - RTI  | Activity Type      | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------|------------|------------|---------------------------|--|
| The Rtl process will continue to be improved with the help of the school psychologist and the Rtl team. Gap students and all students not performing successfully in Tier 1 instruction will be placed in Tier 2 and/or Tier 3 instruction according to the decisions of the RTI team using data from MAP to construct data boards, classroom formative assessments, and other data sources. Classroom teachers will partner with interventionists to identify students using data boards and deliver Tier 2 instruction. Administrators will monitor and coach teachers to improve student achievement to reach 80% mastery in Tier 1 instruction. | Direct Instruction | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | School pshychologist, Rtl team, administrators, teachers |

| Activity - IDP   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible   |
|--|--------------------------|------------|------------|---------------------------|---|
| IDP stands for Individual Data Plan. This will be housed in the students' data notebook located in each homeroom. It will contain current student assessment data and student goals for improving their performance. The goals and plans for improvement will be shared with students and parents. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | All teachers, staff, principal, assistance from Central Office. |

| Activity - Instructional Strategies   | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                      |
|---|--------------------------|------------|------------|---------------------------|--|
| Teachers will be trained in the use of instructional strategies ( Rutherford, Kagan, etc.) to fully engage all students. There will be a Kagan strategy of the month and the teachers will be coached according to Rutherford coaching lab. | Academic Support Program | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | Principal, district staff and teachers |

## Strategy2:

School Culture - Teachers and administrators will be trained to facilitate a continuously improving school culture so students can reach their potential in a climate that is the most conducive to learning.

Category: Professional Learning & Support

Research Cited:

| Activity - PLC work on school culture  | Activity Type         | Begin Date | End Date   | Funding Amount & Source      | Staff Responsible   |
|--|-----------------------|------------|------------|------------------------------|---|
| Teachers and staff will learn more about school culture during PLC meetings where they will take personality surveys and learn more about themselves, watch videos on school culture, have guest speakers at their PLC meetings to address school culture and define ways to improve the school culture at this school. SBDM funding will pay for any outside training required. | Professional Learning | 08/03/2015 | 05/31/2017 | \$500 - School Council Funds | Principal, assistant principal, teachers, staff, district support staff |

# Comprehensive School Improvement Plan

Camp Dick Robinson Elementary School

| Activity - Sharing research on culture   | Activity Type         | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible                  |
|--|-----------------------|------------|------------|---------------------------|------------------------------------|
| Teachers and staff will be provided with articles and emails regarding the power of a positive culture in schools. They will learn what makes up school culture, and how they can impact it. The principal will share information about positive culture in each weekly update to staff. | Professional Learning | 08/03/2015 | 05/31/2017 | \$0 - No Funding Required | principal, teachers, staff members |

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

## Goal 1:

The school will use the TELL Survey results to identify areas of concern and implement strategies for improvement.

## Measurable Objective 1:

collaborate to improve the conversations between home and school to increase student success. by 05/17/2013 as measured by The TELL survey results 2013..

## Strategy1:

Grade level Meetings - Grade level teachers will meet and develop a program that introduces expectations for student success. The core standards will be discussed , in parent friendly terms, along with student work. Student data will be evaluated and grade level teams will demonstrate collaboration in developing an improved school culture.

Category: Continuous Improvement

Research Cited: The TELL survey results are supported by KDE.

| Activity - Program Reviews  | Activity Type            | Begin Date | End Date   | Funding Amount & Source   | Staff Responsible  |
|---|--------------------------|------------|------------|---------------------------|--|
| The school will continue to improve the academic support programs monitored through program reviews in the following areas: writing, practical living, arts and humanities, primary program, and global competency. | Academic Support Program | 08/01/2016 | 06/15/2017 | \$0 - No Funding Required | all staff, administrators and central office support staff |

# **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?**

Camp Dick Robinson Elementary is located in the northern rural part of Garrard County. The Camp Dick area is known as a bedroom community of the outlying areas of Jessamine and Fayette Counties. Most of the people in this community commute to work in surrounding counties to work in factories, offices and other businesses. Community members must travel 8-10 miles to the nearest grocery store, bank or shopping facility.

The community supports the school through many functions such as the annual Fall Festival, annual Christmas Program, blood drives, book fairs, PTO events etc. The community houses many churches which kindly assist in the food back pack program, coat drives, food drives, Back to School Night, and Angel Tree Christmas Program. Our faculty and staff are comprised mostly of females with four full-time male teachers. All of our teachers are highly qualified. The average years of teaching experience is 13.3. The average teacher to pupil ratio is 14. Currently there are around 530 students enrolled including preschool. The majority of the students come from two parent family homes with an increase of grandparents, great grandparents, and foster parents serving as caregivers to our students. Around 8% of the students are of nonwhite origin, not of Hispanic origin. Our school offers an after school care program through the YMCA. We have two small day-care facilities that help with after school care and work closely with our school goals.

## **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 purpose of Camp Dick Robinson Elementary is to challenge with rigorous standards, develop appreciation of diversity, and reach for academic excellence every day with every student. Our school family has created a nurturing environment for students to learn, achieve, and succeed in different ways. Through collaboration between our school family, parents, and community we guide our students to be self-disciplined, to accept responsibility, and to develop habits of courtesy, honesty, cooperation, and respect. We embody our purpose with a curriculum that is based on the Kentucky Academic Standards and effectively implemented with organized units of study based on grade level content expectations. Our Response to Intervention team (RTI) assures that all students are given appropriate time, instruction, and access to resources.

## **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.**

Our school has been a distinguished school in the KPREP testing system for the last two years. Our 2014-15 scores are above the state and district scores with the exception of writing. With the new 2016 test scores, we are now designated as a Distinguished/Progressing/High Performing School. Our outdoor learning center is a model and many schools visit and develop their plan using our center as a model. Our parent volunteer program is growing and has been recognized by the district PBIS team. Our technology includes access to smart boards, Elmo's, document cameras, flip cameras and iPads just to name a few. Our students are exposed to 21st century skills and practice mastery learning in every subject. The morning news is developed by our students with the assistance of our Media Specialist. Our guidance programming offers a variety of requirements designated by the Practical Living Program review guide. We hope to continue to work on writing extensively this current school year as we continue to maintain a distinguished status. Our school community continues to seek best practices strategies through writing grants that will provide our students with more skills that they need as they enter the next phase of their education. Vertical alignment needs to be revisited and revised in order to provide our students a seamless process from grade to grade. Our school has developed three "Big Rocks" that we are going to focus on. The three "Big Rocks" continue to be 1.) Instructional Strategies 2.) Formative Assessment and 3.) School culture

## **Additional Information**

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

Please refer to our school report card for further information. This is found under the attachments tab in the accreditation report executive summary Camp Dick Robinson Elementary School page.