



KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary
Grant County

Nancy Ellen Livingood, Principal
270 Cmz Road
Dry Ridge, KY 41035

TABLE OF CONTENTS

Introduction 1

Executive Summary

Introduction 3

Description of the School 4

School's Purpose 5

Notable Achievements and Areas of Improvement 6

Additional Information 7

Plan for KDE Comprehensive School Improvement Plan

Overview 9

Goals Summary 10

Goal 1: All students at Crittenden-Mt. Zion Elementary School will become proficient on the KPREP Assessment in the areas of Reading, Writing and Math by 2018 11

Goal 2: All incoming Kindergarten students will be assessed using the state mandated assessment. 14

Goal 3: All GAP students at Crittenden-Mt. Zion will increase their proficiency on the KPREP Assessment 15

Goal 4: Crittenden-Mt. Zion Elementary will use results from the TELL Survey and other parent/teacher surveys to reduce barriers that impact student learning and allow for more parent involvement. 18

Goal 5: Crittenden-Mt. Zion Elementary will increase the level of proficiency on the Writing, K-3, PLCS and A&H portion of the program review. 20

Goal 6: All new teachers will go through a 2 day District New Teacher Institute. 21

Goal 7: All students at Crittenden Mt. Zion will routinely engage in grade level appropriate career-related instruction. 22

Goal 8: All students at Crittenden Mt. Zion Elementary will show growth in the areas of Math and Reading. 23

Goal 9: Crittenden Mt. Zion Elementary will work to reduce the percent of Novice students in Reading and Math. 26

Activity Summary by Funding Source 29

KDE Needs Assessment

Introduction 38

Data Analysis 39

Areas of Strengths 40

Opportunities for Improvement 41

Conclusion 42

KDE Compliance and Accountability - Schools

Introduction 44

Planning and Accountability Requirements 45

KDE Assurances - School

Introduction 64

Assurances 65

The Missing Piece

Introduction 71

Stakeholders 72

Relationship Building 73

Communications 74

Decision Making 76

Advocacy 78

Learning Opportunities 79

Community Partnerships 80

Reflection..... 81

Report Summary..... 82

Improvement Plan Stakeholder Involvement

Introduction..... 84

Improvement Planning Process..... 85

School Safety Report

Introduction..... 87

School Safety Requirements..... 88

Equitable Access Diagnostic

Introduction..... 91

Needs Assessment..... 92

Equitable Access Strategies..... 93

Questions..... 95

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.

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?

Crittenden Mt. Zion Elementary is located in northern Grant County near the city of Crittenden. Our school theme is "Soaring High with Eagle Pride". The mission of Crittenden Mt. Zion is to appreciate each student's unique potential and to advocate for the excellence in every child. Crittenden Mt. Zion's population has fluctuated a bit over the past few years but at this time we have an enrollment 539 students in grades Pre-school through grade 5. We are currently the largest elementary in the district, we are a Title I school, and have a free and reduced population of about 70%. What was once a rural community, Crittenden has become a mix of single family homes, mobile home parks, small farms and apartments. At times our population is very transient with our school sharing students with the other schools in the district. Crittenden Mt. Zion's staff is a veteran group with no new staff this year. We have 4 teachers at each grade level with the exception of Pre-school.

School's Purpose

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

The mission of Crittenden Mt. Zion Elementary is to appreciate each student's unique potential and to advocate for the excellence in every child. We have a highly qualified staff at Crittenden Mt. Zion Elementary that is dedicated to helping our students be the best that they can be each and every day. Our students have the opportunity to receive strong, engaging instruction every day in the areas of reading/language arts, math, science, social studies and writing. They have the opportunity to experience art, music, technology and our media center at least once a week along with guidance lesson monthly. We also offer a variety of after school programs such as Girls on the Run, Fitness Club, Boys Build, Robotics Club, Academic Team, Honor Choir, Good News Club and opportunities for after school tutoring.

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.

Crittenden Mt. Zion Elementary is rated a Proficient school based on the KPREP system for assessment and accountability. Although, we did have a slight drop in our overall scores, we saw some improvements in areas where we had not seen improvement before. Our scores in Language Mechanics rose from an overall score of 62 to an 88. Our writing scores also increased slightly from a 57.4 to a 61.1. Through our work in PLCs, our teachers are working hard to increase our scores in math. Our KPREP scores dipped significantly last year and we are working to ensure that we as instructors understand the standard and are teaching to the rigor of that standard. We are also working to create assessments that will ensure our students are prepared not only for the end-of-the-year test, but for the content that is to come in the next grade level.

Additional Information

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

At Crittenden Mt. Zion Elementary we focus on the whole child. We strive each day to make sure that each child feels welcome and safe here at school. Our staff works hard to develop relationships with each student and uses those relationships to get the best from each child every day.

Plan for KDE Comprehensive School Improvement Plan

Overview

Plan Name

Plan for KDE Comprehensive School Improvement Plan

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	All students at Crittenden-Mt. Zion Elementary School will become proficient on the KPREP Assessment in the areas of Reading, Writing and Math by 2018	Objectives: 3 Strategies: 9 Activities: 13	Academic	\$32500
2	All incoming Kindergarten students will be assessed using the state mandated assessment.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$200
3	All GAP students at Crittenden-Mt. Zion will increase their proficiency on the KPREP Assessment	Objectives: 3 Strategies: 4 Activities: 10	Academic	\$24000
4	Crittenden-Mt. Zion Elementary will use results from the TELL Survey and other parent/teacher surveys to reduce barriers that impact student learning and allow for more parent involvement.	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$3800
5	Crittenden-Mt. Zion Elementary will increase the level of proficiency on the Writing, K-3, PLCS and A&H portion of the program review.	Objectives: 1 Strategies: 1 Activities: 5	Organizational	\$2500
6	All new teachers will go through a 2 day District New Teacher Institute.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
7	All students at Crittenden Mt. Zion will routinely engage in grade level appropriate career-related instruction.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$200
8	All students at Crittenden Mt. Zion Elementary will show growth in the areas of Math and Reading.	Objectives: 4 Strategies: 4 Activities: 12	Academic	\$21500
9	Crittenden Mt. Zion Elementary will work to reduce the percent of Novice students in Reading and Math.	Objectives: 2 Strategies: 2 Activities: 8	Academic	\$16000

Goal 1: All students at Crittenden-Mt. Zion Elementary School will become proficient on the KPREP Assessment in the areas of Reading, Writing and Math by 2018

Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Reading by 09/01/2016 as measured by results from the KPREP Assessment .

Strategy 1:

Reading Intervention - Students who are reading below grade level according to the MAP assessment will receive additional reading intervention according to the RTI model. Data will be monitored monthly to ensure progress is being made. Additional strategies will be put into place if progress is not evident.

Category: Continuous Improvement

Research Cited: RTI

Activity - Small group instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be pulled for small group instruction based on needs. Needs will be determined by MAP data, formative classroom data and common assessment data	Academic Support Program	08/31/2015	12/16/2016	\$24000	District Funding	Grade Level teachers, Instructional Assistants, and administrative staff.

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet twice a month to specifically talk about student progress in the area of Reading. One meeting will include all student data and one will focus on students identified as RTI Tier 2 and Tier 3.	Academic Support Program	08/24/2015	12/16/2016	\$0	No Funding Required	Curriculum Specialist, RTI Interventionist , teachers

Strategy 2:

Unit Assessments - Crittenden-Mt. Zion Elementary will utilize district ELA Common Assessments and pacing guides to increase student mastery of CCCS at each level.

Category: Continuous Improvement

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

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Teachers will participate in PLC meetings to analyze unit assessment results and class performance of students.	Professional Learning	08/24/2015	12/16/2016	\$0	No Funding Required	Teachers, Curriculum Specialist, and Principal
Activity - Re-teaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC's, teachers will develop a plan for re-teaching students who did not master a concept.	Tutoring	01/02/2015	05/13/2015	\$0	No Funding Required	Curriculum Specialist & teachers

Strategy 3:

Primary Reading Expectations - Expectations for accuracy/ fluency, sight word knowledge, and reading level will be set for grades K, 1 and 2. Teachers will monitor these skills weekly and report monthly during PLC meetings. This data will be used to share reading skills/abilities to parents.

Category: Early Learning

Activity - Fluency checks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grade k, 1 and 2 will monitor students accuracy/fluency weekly through probes.	Other - individual assessment	01/04/2016	12/19/2016	\$0	Other	Grade level teachers, Instructional Assistants, Administrative tam

Strategy 4:

Phonics Instruction - A universal Phonics Program will be implemented in Grades K, 1 and 2. This will to ensure consistency of instruction and skills being taught.

Category: Early Learning

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saxon Phonics will be used in grades K, 1 and 2 with all students. Special Education students will also receive this instruction. The program will ensure that all Crittenden Mt. Zion students will have a firm foundation in phonics.	Academic Support Program	08/24/2015	12/19/2016	\$5000	General Fund	Grade Level teachers, Curriculum Specialist

Measurable Objective 2:

55% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Mathematics by 09/01/2016 as measured by the KPREP assesment.

Strategy 1:

Workshop model - Teachers in grades 3, 4 and 5 will incorporate the workshop model into their daily instruction of Mathematics. This will allow for small group, individualized instruction of students.

Category: Continuous Improvement

SY 2015-2016

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Stations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create stations for students to rotate through during the Math Workshop that reinforces skills taught.	Academic Support Program	08/24/2015	12/19/2016	\$1000	Other	Grade level teachers, Curriculum Specialist

Strategy 2:

Common Assessments - Teachers will utilize the District Common Assessments to plan and drive their instruction of their units. They will give pretests to know where strengths and weakness lie before the unit and analyze post-test data to determine re-teaching needs.

Category: Continuous Improvement

Activity - Pre-unit meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with Curriculum Specialist and/or Principal to review District Common Assessment at least 2 weeks prior to the unit. They will make plans for instruction and strategies needed for mastery of content.	Academic Support Program	10/16/2015	12/19/2016	\$0	No Funding Required	K-5 Grade level math teachers, Curriculum Specialist, Principal

Strategy 3:

Eureka Math - Teachers will be introduced to the Eureka Math Program and it's strategies and lessons.

Category: Professional Learning & Support

Activity - Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Specialist will work with teachers on a unit-by-unit basis to review the Eureka Math units to ensure understanding of strategies and content.	Professional Learning	09/01/2015	12/19/2016	\$1000	General Fund	K-5 Grade level math teachers, Curriculum Specialist

Measurable Objective 3:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Writing by 09/01/2016 as measured by the KPREP state assessment.

Strategy 1:

Writing teachers - At grades 4 and 5, specific writing teachers will put into place. This will ensure that Writing is being taught on a consistent basis and with fidelity.

Category: Continuous Improvement

Activity - Block scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Fifth grade students will rotate through their schedule on a "block" type schedule. They will have longer periods of instruction in the area of writing on an every-other-day basis.	Direct Instruction	01/05/2016	05/13/2016	\$0	No Funding Required	Fifth grade writing teacher, Curriculum Specialist
--	--------------------	------------	------------	-----	---------------------	--

Activity - Blast-Off Practice	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
4th and 5th grade students will participate in On-Demand writing assessments and Language Mechanics assessments.	Academic Support Program	01/29/2016	05/13/2016	\$0	No Funding Required	Writing teachers, Curriculum Specialist, Principal

Strategy 2:

Writing Resource - All teachers will receive instruction in using a common resource for writing instruction. "Getting to the Core of Writing", will be used with all grade levels to ensure consistent instruction is occurring at all grade levels.

Category: Professional Learning & Support

Activity - Getting to the Core of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive instruction of how to use this writing resource in their classrooms and with their students.	Professional Learning	11/30/2015	05/13/2016	\$1000	General Fund	Writing teachers, Curriculum Specialist

Activity - Writer's Tea	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
3 Writer's Teas will be held throughout the year to celebrate the writing accomplishments of our students. Exemplary writing will be displayed and read during the tea. Parents will be invited and refreshments will be served.	Academic Support Program, Parent Involvement	11/20/2015	05/13/2016	\$500	FRYSC	FRC Director, Writing Committee members, Principal

Goal 2: All incoming Kindergarten students will be assessed using the state mandated assessment.

Measurable Objective 1:

100% of Kindergarten grade students will complete a portfolio or performance on the Brigance Kindergarten screener in English Language Arts by 09/11/2015 as measured by state mandated assessment.

Strategy 1:

Kindergarten Readiness - Research shows that early awareness and interventions is instrumental in the future of students. All stakeholders will work together to create a kindergarten readiness programs that will assist in the transition from home/preschool to kindergarten.

Category: Early Learning

Activity - Preschool-Kindergarten	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers and preschool teacher will collaborate to discuss incoming students and potential needs during monthly and summer PLC meetings.	Academic Support Program	01/05/2016	07/29/2016	\$0	No Funding Required	Curriculum specialist, principal, counselor, kindergarten teachers, FRC director, and preschool teacher

Activity - Early Literacy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A program will be designed to target family members with young children. The program will help teach parents various reading strategies that they could use at home.	Parent Involvement	09/01/2015	12/19/2016	\$200	FRYSC	FRC director and curriculum specialist

Activity - Kindergarten visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten teachers will visit Preschool and do observations of instruction, students and behavioral expectations.	Academic Support Program, Professional Learning	01/05/2016	05/13/2016	\$0	No Funding Required	Curriculum Specialist, Kindergarten teachers, Preschool teacher, principal

Goal 3: All GAP students at Crittenden-Mt. Zion will increase their proficiency on the KPREP Assessment

Measurable Objective 1:

55% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state assessment in Reading by 09/01/2016 as measured by results of the KPREP Assessment.

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Strategy 1:

Reading Intervention - GAP students who are reading below grade level according to the MAP assessment will receive additional reading intervention according to the RTI model and their specifically designed instruction through their IEP goals.

Category: Continuous Improvement

Research Cited: RTI and Special Education

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in 3rd grade that show a deficit in reading fluency will receive Saxon Phonics instruction as part of their Tier 2 Interventions	Technology, Direct Instruction	09/01/2015	12/19/2016	\$4000	District Funding	Grade level teachers

Activity - PLC meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet monthly to review RTI and Progress Monitoring data on GAP students to ensure progress in being made.	Academic Support Program	09/01/2014	12/19/2016	\$6000	District Funding	RTI teachers, general education teachers, special education teachers

Activity - AR Reading Challenges	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in grade level AR Reading Challenges. This will promote reading at school and at home to increase reading skills.	Academic Support Program	11/02/2015	05/13/2016	\$1000	General Fund	grade level teachers, Curriculum Specialist, Media Specialist, principal

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as "Falling" will be given the opportunity to stay for after school one-on-one tutoring in the area of concern,	Direct Instruction, Tutoring	01/18/2016	05/13/2016	\$7000	General Fund	Designated staff, principal

Measurable Objective 2:

45% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state assessment in Mathematics by 09/01/2016 as measured by results by the KPREP Assessment.

Strategy 1:

Math Interventions - GAP students who are below grade level according to the MAP assessment will receive additional math intervention according to the RTI model

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

and through specially designed instruction as through their IEP goals.

Category: Continuous Improvement

Research Cited: RTI Model, Special Education Services

Activity - Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will become familiar with the strategies outlined in the Eureka Math program to better help students understand math content they may be struggling with.	Academic Support Program, Technology	09/01/2014	12/19/2016	\$4000	District Funding	Curriculum Specialist, RTI Interventionist , special education teachers and grade level teachers

Activity - Math Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades 3-5 will implement a workshop model of instruction.	Direct Instruction	08/24/2015	12/19/2016	\$0	No Funding Required	3-5 math teachers

Strategy 2:

Interactive Learning - K-2 students will be exposed everyday to the use of math journals and calendar review. 3-5 students will utilize a math journal to facilitate being able to explain their thinking and understanding of math concepts;

Category: Continuous Improvement

Activity - Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-2 teachers will use a variety of skills during calendar time. It will be used daily with all students.	Direct Instruction	08/24/2015	12/19/2016	\$0	No Funding Required	K-2 General education teachers & special education teachers

Activity - Interactive Journaling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interactive journals will be used in grades K-5 daily. They will focus on drawing, explaining, developing, and reasoning during this time.	Direct Instruction	08/24/2015	12/19/2016	\$0	No Funding Required	General education and special education staff

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Measurable Objective 3:

40% of Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state assessment in Writing by 09/01/2016 as measured by KPREP assessment results.

Strategy 1:

Writing Resource - 5th grade writing teacher will utilize a common resource for her instruction. "Getting to the Core of Writing", will enable our students to have and hear common language at each grade level and skills will be build on one another.

Category: Continuous Improvement

Activity - Getting to the Core Of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Writing teachers will utilize this resource to ensure consistency and fidelity to our writing instruction.	Academic Support Program, Direct Instruction	11/30/2015	12/19/2016	\$2000	General Fund	Writing teachers, Curriculum Specialist
Activity - Block scheduling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade classes will rotate on a "block-type" schedule to allow for longer class periods. This will allow for more writing time, more conference time, more peer conferencing time and more writing across the content areas.	Academic Support Program, Direct Instruction	01/05/2016	05/13/2016	\$0	No Funding Required	5th grade teachers, Curriculum Specialist, principal

Goal 4: Crittenden-Mt. Zion Elementary will use results from the TELL Survey and other parent/teacher surveys to reduce barriers that impact student learning and allow for more parent involvement.

Measurable Objective 1:

collaborate to reduce barriers in the educational process that will directly impact student learning by 05/13/2016 as measured by TELL Survey and other data collected by KDE, Grant County School District and Crittenden Mt. Zion Elementary.

Strategy 1:

Collaboration - Collaboration will occur among administrative staff, certified staff, classified staff, and parents through school events, conferences, PLC meetings, SBDM meetings, parent feedback and ARC meetings.

Category: Stakeholder Engagement

Activity - PBIS Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
---------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

PBIS Committee will meet monthly to discuss data trends, positive rewards, and strategies for addressing behavior concerns.	Behavioral Support Program	09/01/2015	12/16/2016	\$1000	General Fund	Counselor and Teachers
---	----------------------------	------------	------------	--------	--------------	------------------------

Activity - Collaboration Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Collaborative planning time will be given on contract days with special area, special education staff, and classroom teachers.	Professional Learning	09/01/2014	12/16/2016	\$0	No Funding Required	Special Area, Special Education, Curriculum Specialist, and teachers

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The FRC programs will focus on school needs according to the information obtained by the following: attendance, volunteers, needs assessment surveys, newsletters, after school programs, and parent teacher conferences.	Parent Involvement	09/01/2015	12/16/2016	\$2000	FRYSC	FRC director, Principal, Counselor, all staff

Strategy 2:

Professional Development - Professional development will occur that addresses differentiated needs of teachers and includes opportunities for follow-up. Professional Development will be based on information gathered from surveys, TPGES evaluations and assessment data.

Category: Professional Learning & Support

Activity - Professional Growth Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will meet with primary evaluator to determine Professional Growth Needs. During Post-conference and Summative conference updates on PGP will be discussed and revisited.	Professional Learning	09/29/2014	04/15/2016	\$0	No Funding Required	all certified staff

Activity - Teacher-to-teacher visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be paired with colleagues to visit each other's classrooms twice in a 2 month time span. Post-visits will occur to discuss what was seen and how improvements could be implemented.	Professional Learning	09/01/2014	05/13/2016	\$500	General Fund	All classroom teachers.

Activity - Book Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A volunteer book study utilizing the book, "7 Strategies of Assessment for Learning", will be offered.	Professional Learning	01/05/2016	05/13/2016	\$300	Title I School Improvement (ISI)	Principal, teachers

Strategy 3:

Volunteers - Increase the number of volunteers and community involvement in the building.

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Category: Stakeholder Engagement

Activity - Parent Volunteers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each homeroom teacher will enlist one parent to volunteer in the building/classroom during the first semester. Parents will be trained by the FRC director. After the first semester each parent is asked to invite another parent to volunteer in the building.	Parent Involvement	09/01/2015	05/13/2016	\$0	No Funding Required	Homeroom teachers, FRC Director
Activity - Community Involvement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the Community Engagement Tour that was held last year, we will invite those that attended to come back and be a part of our mission. This will include reading with students, helping in academic and non-academics areas and mentoring students.	Community Engagement	09/01/2015	05/13/2016	\$0	No Funding Required	Teachers, FRC Director, principal, counselor

Goal 5: Crittenden-Mt. Zion Elementary will increase the level of proficiency on the Writing, K-3, PLCS and A&H portion of the program review.

Measurable Objective 1:

collaborate to ensure that documentation for all program reviews are complete, and good evidence of the work being done. by 04/29/2016 as measured by the program review rubrics.

Strategy 1:

K-3, PLCS and A&H Committee - Committees will be formed for writing, k-3, PLCS and A&H. The committees will be made up of teachers, family resource director, curriculum specialist, and principal. Professional development will be given to all committee members on the use of the scoring rubric, the required documentation, and ASSIST tool. The committees will meet to review documentation once prior to Christmas and at least twice during the second semester to assess progress. Monthly "Program Review Commercials" will occur at staff meetings to keep staff informed of progress and needs for documentation. Mid-year and final scores will be shared with staff and SBDM Council.

Category: Continuous Improvement

Activity - Program Review Policies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

The SBDM will revise current Program Review policies and add policies for Arts and Humanities.	Policy and Process	09/01/2014	05/13/2016	\$0	No Funding Required	Curriculum Specialist, counselor, principal, FRC, Program Review Committee chairs, SBDM Council
--	--------------------	------------	------------	-----	---------------------	---

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCS and A&H teachers will provide professional development to teachers on components of the program review. Program Review Chairmen will provide insight into the rubrics and needs at each staff meeting.	Professional Learning	09/01/2014	04/29/2016	\$0	No Funding Required	A&H teachers, PLCS teachers, and curriculum specialist, all staff

Activity - Lesson Plan Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Curriculum Specialist will review lesson plans weekly for possible Program Review documentation.	Academic Support Program	09/01/2014	04/29/2016	\$0	No Funding Required	Curriculum specialist

Activity - Art Week	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be introduced to a variety of types of art through short mini lessons. Students will have the opportunity to create one of the types of art and will culminate in a school-wide art fair.	Academic Support Program, Direct Instruction	01/05/2016	03/01/2016	\$500	General Fund	classroom teachers, principal, Curriculum Specialist

Activity - Drama	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CMZ will ensure that exemplary drama presentations are brought into the school for the purpose of exposing students to the arts.	Academic Support Program	09/01/2015	05/13/2016	\$2000	General Fund	Curriculum Specialist, principal, FRC Director

Goal 6: All new teachers will go through a 2 day District New Teacher Institute.

Measurable Objective 1:

collaborate to increase new teacher effectiveness by 12/18/2015 as measured by the new teacher effectiveness (PGES).

SY 2015-2016

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

Strategy 1:

New Teacher PD - CMZ will collaborate with the district to provide a 2-day (with follow-up) training to all new teachers.

Category: Professional Learning & Support

Activity - New Teacher PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new teachers will attend a 2-day (with follow-up) PD offered by the district for first year teachers.	Academic Support Program	07/31/2015	12/18/2015	\$0	No Funding Required	New teachers, district staff, curriculum sp.

Goal 7: All students at Crittenden Mt. Zion will routinely engage in grade level appropriate career-related instruction.

Measurable Objective 1:

100% of All Students will demonstrate a proficiency in their understanding of careers available and the education needed for those careers. in Practical Living by 04/29/2016 as measured by Participation and completion of Grade Level Career Unit, presentations and snow packets..

Strategy 1:

Snow Learning - All Crittenden Mt. Zion students will engage in Snow Learning packets that are geared toward Career Education.

Category: Continuous Improvement

Activity - Snow Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All CMZ students will be given their Snow Learning Packet by parent-teacher conferences in October. The emphasis will be on Career Education. The students will complete the project-based learning unit and will present their final project at a school-wide career fair in the spring.	Academic Support Program	10/26/2015	04/29/2016	\$0	No Funding Required	Curriculum Specialist, Principals, Teacher, Counselor

Strategy 2:

Career Week - Teachers will invite speakers into their classrooms during the culminating week in the spring to speak to their children about various career opportunities. Students will present their final projects.

Category: Career Readiness Pathways

Research Cited: Program Review

Activity - Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Students will present their Career Unit project at a School-wide Career Fair.	Career Preparation/Orientation	10/26/2015	04/29/2016	\$100	FRYSC	Classroom teachers, Curriculum Specialist, FRC Director
Activity - Guest Speaker Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each grade level will invite guest speakers to speak on different careers.	Career Preparation/Orientation	04/01/2016	04/29/2016	\$0	No Funding Required	Classroom teachers, FRC Director
Activity - Field Trip to GCHS Career and Tech Facility	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade students will take a field trip to GCHS to tour the Career and Tech Center. They will learn about the various educational opportunities offered at GCHS.	Career Preparation/Orientation	03/04/2016	03/31/2016	\$100	District Funding	5th grade teacher, Counselor

Goal 8: All students at Crittenden Mt. Zion Elementary will show growth in the areas of Math and Reading.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth by increasing their percentile ranking in Reading by 05/13/2016 as measured by the MAP assessment based on Spring to Spring scores..

Strategy 1:

Goal Setting-Reading - Teachers will work with each student to set a goal for their MAP testing. These goals will be based on projected MAP growth as per the MAP reports generated after each testing cycle.

Category: Continuous Improvement

Activity - Goal Setting-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will hold conferences with each student to set realistic MAP goals to ensure growth.	Academic Support Program	10/16/2015	10/14/2016	\$0	No Funding Required	Grade level teachers, curriculum specialist, principal
Activity - PLC meetings-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

During PLC meetings, MAP data will be analyzed to ensure growth is being achieved.	Academic Support Program, Professional Learning	10/16/2015	10/14/2016	\$0	No Funding Required	Grade level teachers, RTI Interventionist, Special Education teachers, Curriculum Specialist, principal
--	---	------------	------------	-----	---------------------	---

Activity - Student Reward-Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Globe" reward charms will be given to students who increase their MAP scores.	Academic Support Program	10/16/2015	10/14/2016	\$2000	General Fund	principal

Measurable Objective 2:

65% of Fourth and Fifth grade students will increase student growth on the state assesment in Reading by 09/01/2016 as measured by KPREP state assesment.

Strategy 1:

Reading Interventions - Reading interventions will be put into place for struggling students.

Category: Continuous Improvement

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saxon Phonics will be used with struggling third grade students to increase their decoding strategies and make them more fluent readers.	Academic Support Program, Direct Instruction	09/01/2015	05/13/2016	\$2000	General Fund	Grade level teachers, RTI interventionist and instructional assistants

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third, fourth and fifth grade teachers will intervene with both Tier 2 and Tier 3 students to re-teach, strengthen basic reading skills and progress monitor.	Academic Support Program, Direct Instruction	09/01/2015	05/13/2016	\$0	No Funding Required	Grade level teachers, RTI Interventionist, Curriculum Specialist

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
After identifying "falling" students, teachers will conduct one-on-one tutoring sessions with students after school. the instruction will focus on specific skills the particular student is lacking.	Direct Instruction	01/15/2016	05/13/2016	\$8000	General Fund	Designated teacher/tutors, principal

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Measurable Objective 3:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth by increasing their percentile ranking in Mathematics by 05/13/2016 as measured by MAP assessment based on Spring to Spring scores.

Strategy 1:

Goal Setting-Math - Students will meet with teachers to set MAP math goals.

Category: Continuous Improvement

Activity - Goal Setting-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet with each student individually to set MAP math goals based on the projections given by the MAP reports.	Academic Support Program	10/16/2015	10/14/2016	\$0	No Funding Required	Grade Level teachers, Curriculum Specialist

Activity - PLC-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During PLC meetings, MAP data will be analyzed to ensure growth is being achieved.	Academic Support Program, Professional Learning	10/16/2015	10/14/2016	\$0	No Funding Required	Grade level teachers, Curriculum Specialist

Activity - Student Reward-Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Globe" reward charms will be given to students who increase their MAP scores	Academic Support Program	10/16/2015	10/14/2016	\$1000	General Fund	Principal

Measurable Objective 4:

60% of Fourth and Fifth grade students will increase student growth on state math assessment in Mathematics by 09/01/2016 as measured by KPREP assessment scores.

Strategy 1:

Interventions-Math - Math interventions will be put into place for struggling students.

Category: Continuous Improvement

Activity - Eureka Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Eureka Math program to enhance their instruction and expose students to different strategies that will benefit all students and allow for growth.	Academic Support Program, Professional Learning, Direct Instruction	09/01/2015	12/16/2016	\$500	General Fund	Grade level teachers, Curriculum Specialist

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - RTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Third, fourth and fifth grade math teachers will intervene with both Tier 2 and Tier 3 students. They will monitor progress weekly and report monthly at RTI meetings.	Academic Support Program, Direct Instruction	09/01/2015	12/16/2016	\$0	No Funding Required	Grade level teachers, RTI interventionist, Curriculum Specialist

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify "falling" math students and administer one-on-one after school instruction on skills that each child may be struggling with.	Academic Support Program, Direct Instruction, Tutoring	01/15/2016	05/13/2016	\$8000	General Fund	Designated teachers, principal

Goal 9: Crittenden Mt. Zion Elementary will work to reduce the percent of Novice students in Reading and Math.

Measurable Objective 1:

10% of Third, Fourth and Fifth grade students will demonstrate a behavior of a novice score in Reading by 09/01/2016 as measured by State KPREP data.

Strategy 1:

Novice Reduction-Reading - Crittenden Mt. Zion will work to decrease the number of Novice Reading students on the state assessment from 15% to 10%.

Category: Continuous Improvement

Activity - Novice Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be identified and monitored at every PLC meeting.	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	No Funding Required	teachers, principal, counselor, Curriculum Specialist

Activity - Novice Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
----------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Novice students will be identified and adopted by non-accountable level staff. Staff will check in with these students and keep a close watch on their performance. They will encourage them at test time, build a relationship with them and generally keep tabs on them.	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	No Funding Required	teachers and staff
--	--	------------	------------	-----	---------------------	--------------------

Activity - Parent/Teacher Contract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the start of the second semester, students that are in jeopardy of "falling" will be scheduled with a second face-to-face parent teacher conference. Together they will work out a contract to get the student caught up and back on track.	Academic Support Program, Parent Involvement	01/05/2016	05/13/2016	\$0	No Funding Required	teacher, principal

Activity - After school tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Falling" students will be identified and offered an after-school tutoring program. The program will strive for one-on-one instruction in areas of reading that the student is struggling.	Academic Support Program, Tutoring	01/15/2016	05/13/2016	\$8000	General Fund	Designated teachers, principal

Measurable Objective 2:

10% of Third, Fourth and Fifth grade students will demonstrate a behavior of a novice score in Mathematics by 09/01/2016 as measured by state KPREP data.

Strategy 1:

Novice Reduction-Math - Crittenden Mt. Zion will work to decrease the number of Novice Math students on the state assessment from 17.5% to 10%.

Category: Continuous Improvement

Activity - Novice Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be identified and monitored at every PLC meeting	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	No Funding Required	teachers, principal, Curriculum Specialist, counselor

Activity - Novice Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Novice students will be identified and adopted by non-accountable level staff. Staff will check in with these students and keep a close watch on their performance. They will encourage them at test time, build a relationship with them and generally keep tabs on them.	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	No Funding Required	teachers, staff

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Parent/Teacher Contract	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the start of the second semester, students that are in jeopardy of "falling" will be scheduled with a second face-to-face parent teacher conference. Together they will work out a contract to get the student caught up and back on track.	Academic Support Program, Behavioral Support Program, Parent Involvement	01/05/2016	05/13/2016	\$0	No Funding Required	teacher
Activity - After School Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"Falling" students will be identified and offered an after-school tutoring program. The program will strive for one-on-one instruction in areas of math that the student is struggling.	Academic Support Program, Tutoring	01/15/2016	05/13/2016	\$8000	General Fund	Identified teachers, principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Stations	Teachers will create stations for students to rotate through during the Math Workshop that reinforces skills taught.	Academic Support Program	08/24/2015	12/19/2016	\$1000	Grade level teachers, Curriculum Specialist
Fluency checks	Teachers in grade k, 1 and 2 will monitor students accuracy/fluency weekly through probes.	Other - individual assessment	01/04/2016	12/19/2016	\$0	Grade level teachers, Instructional Assistants, Administrative tam
Total					\$1000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Saxon Phonics	Saxon Phonics will be used in grades K, 1 and 2 with all students. Special Education students will also receive this instruction. The program will ensure that all Crittenden Mt. Zion students will have a firm foundation in phonics.	Academic Support Program	08/24/2015	12/19/2016	\$5000	Grade Level teachers, Curriculum Specialist
Student Reward-Math	"Globe" reward charms will be given to students who increase their MAP scores	Academic Support Program	10/16/2015	10/14/2016	\$1000	Principal
AR Reading Challenges	Students will participate in grade level AR Reading Challenges. This will promote reading at school and at home to increase reading skills.	Academic Support Program	11/02/2015	05/13/2016	\$1000	grade level teachers, Curriculum Specialist, Media Specialist, principal
After School Tutoring	Teachers will identify "falling" math students and administer one-on-one after school instruction on skills that each child may be struggling with.	Academic Support Program, Direct Instruction, Tutoring	01/15/2016	05/13/2016	\$8000	Designated teachers, principal

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Eureka Math	Teachers will utilize the Eureka Math program to enhance their instruction and expose students to different strategies that will benefit all students and allow for growth.	Academic Support Program, Professional Learning, Direct Instruction	09/01/2015	12/16/2016	\$500	Grade level teachers, Curriculum Specialist
Saxon Phonics	Saxon Phonics will be used with struggling third grade students to increase their decoding strategies and make them more fluent readers.	Academic Support Program, Direct Instruction	09/01/2015	05/13/2016	\$2000	Grade level teachers, RTI interventionist and instructional assistants
After School Tutoring	After identifying "falling" students, teachers will conduct one-on-one tutoring sessions with students after school. the instruction will focus on specific skills the particular student is lacking.	Direct Instruction	01/15/2016	05/13/2016	\$8000	Designated teacher/tutors , principal
Art Week	Students will be introduced to a variety of types of art through short mini lessons. Students will have the opportunity to create one of the types of art and will culminate in a school-wide art fair.	Academic Support Program, Direct Instruction	01/05/2016	03/01/2016	\$500	classroom teachers, principal, Curriculum Specialist
After school tutoring	"Falling" students will be identified and offered an after-school tutoring program. The program will strive for one-on-one instruction in areas of reading that the student is struggling.	Academic Support Program, Tutoring	01/15/2016	05/13/2016	\$8000	Designated teachers, principal
After School Tutoring	"Falling" students will be identified and offered an after-school tutoring program. The program will strive for one-on-one instruction in areas of math that the student is struggling.	Academic Support Program, Tutoring	01/15/2016	05/13/2016	\$8000	Identified teachers, principal
After School Tutoring	Students identified as "Falling" will be given the opportunity to stay for after school one-on-one tutoring in the area of concern,	Direct Instruction, Tutoring	01/18/2016	05/13/2016	\$7000	Designated staff, principal
Getting to the Core of Writing	Teachers will receive instruction of how to use this writing resource in their classrooms and with their students.	Professional Learning	11/30/2015	05/13/2016	\$1000	Writing teachers, Curriculum Specialist
Drama	CMZ will ensure that exemplary drama presentations are brought into the school for the purpose of exposing students to the arts.	Academic Support Program	09/01/2015	05/13/2016	\$2000	Curriculum Specialist, principal, FRC Director
Eureka Math	Curriculum Specialist will work with teachers on a unit-by-unit basis to review the Eureka Math units to ensure understanding of strategies and content.	Professional Learning	09/01/2015	12/19/2016	\$1000	K-5 Grade level math teachers, Curriculum Specialist

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Student Reward-Reading	"Globe" reward charms will be given to students who increase their MAP scores.	Academic Support Program	10/16/2015	10/14/2016	\$2000	principal
Getting to the Core Of Writing	Writing teachers will utilize this resource to ensure consistency and fidelity to our writing instruction.	Academic Support Program, Direct Instruction	11/30/2015	12/19/2016	\$2000	Writing teachers, Curriculum Specialist
PBIS Committee	PBIS Committee will meet monthly to discuss data trends, positive rewards, and strategies for addressing behavior concerns.	Behavioral Support Program	09/01/2015	12/16/2016	\$1000	Counselor and Teachers
Teacher-to-teacher visits	Teachers will be paired with colleagues to visit each other's classrooms twice in a 2 month time span. Post-visits will occur to discuss what was seen and how improvements could be implemented.	Professional Learning	09/01/2014	05/13/2016	\$500	All classroom teachers.
Total					\$58500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Eureka Math	Teachers will become familiar with the strategies outlined in the Eureka Math program to better help students understand math content they may be struggling with.	Academic Support Program, Technology	09/01/2014	12/19/2016	\$4000	Curriculum Specialist, RTI Interventionist, special education teachers and grade level teachers
Small group instruction	Students will be pulled for small group instruction based on needs. Needs will be determined by MAP data, formative classroom data and common assessment data	Academic Support Program	08/31/2015	12/16/2016	\$24000	Grade Level teachers, Instructional Assistants, and administrative staff.
PLC meetings	Teachers will meet monthly to review RTI and Progress Monitoring data on GAP students to ensure progress in being made.	Academic Support Program	09/01/2014	12/19/2016	\$6000	RTI teachers, general education teachers, special education teachers
Saxon Phonics	Students in 3rd grade that show a deficit in reading fluency will receive Saxon Phonics instruction as part of their Tier 2 Interventions	Technology, Direct Instruction	09/01/2015	12/19/2016	\$4000	Grade level teachers

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Field Trip to GCHS Career and Tech Facility	5th grade students will take a field trip to GCHS to tour the Career and Tech Center. They will learn about the various educational opportunities offered at GCHS.	Career Preparation/Orientation	03/04/2016	03/31/2016	\$100	5th grade teacher, Counselor
Total					\$38100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC meetings-Reading	During PLC meetings, MAP data will be analyzed to ensure growth is being achieved.	Academic Support Program, Professional Learning	10/16/2015	10/14/2016	\$0	Grade level teachers, RTI Interventionist, Special Education teachers, Curriculum Specialist, principal
Blast-Off Practice	4th and 5th grade students will participate in On-Demand writing assessments and Language Mechanics assessments.	Academic Support Program	01/29/2016	05/13/2016	\$0	Writing teachers, Curriculum Specialist, Principal
Professional Growth Planning	Staff will meet with primary evaluator to determine Professional Growth Needs. During Post-conference and Summative conference updates on PGP will be discussed and revisited.	Professional Learning	09/29/2014	04/15/2016	\$0	all certified staff
Goal Setting-Math	Teachers will meet with each student individually to set MAP math goals based on the projections given by the MAP reports.	Academic Support Program	10/16/2015	10/14/2016	\$0	Grade Level teachers, Curriculum Specialist
Guest Speaker Day	Each grade level will invite guest speakers to speak on different careers.	Career Preparation/Orientation	04/01/2016	04/29/2016	\$0	Classroom teachers, FRC Director
Math Workshop Model	Teachers in grades 3-5 will implement a workshop model of instruction.	Direct Instruction	08/24/2015	12/19/2016	\$0	3-5 math teachers
Program Review Policies	The SBDM will revise current Program Review policies and add policies for Arts and Humanities.	Policy and Process	09/01/2014	05/13/2016	\$0	Curriculum Specialist, counselor, principal, FRC, Program Review Committee chairs, SBDM Council

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

PLC meetings	Teachers will meet twice a month to specifically talk about student progress in the area of Reading. One meeting will include all student data and one will focus on students identified as RTI Tier 2 and Tier 3.	Academic Support Program	08/24/2015	12/16/2016	\$0	Curriculum Specialist, RTI Interventionist, teachers
Parent/Teacher Contract	At the start of the second semester, students that are in jeopardy of "falling" will be scheduled with a second face-to-face parent teacher conference. Together they will work out a contract to get the student caught up and back on track.	Academic Support Program, Behavioral Support Program, Parent Involvement	01/05/2016	05/13/2016	\$0	teacher
Community Involvement	Through the Community Engagement Tour that was held last year, we will invite those that attended to come back and be a part of our mission. This will include reading with students, helping in academic and non-academies areas and mentoring students.	Community Engagement	09/01/2015	05/13/2016	\$0	Teachers, FRC Director, principal, counselor
Preschool-Kindergarten	Kindergarten teachers and preschool teacher will collaborate to discuss incoming students and potential needs during monthly and summer PLC meetings.	Academic Support Program	01/05/2016	07/29/2016	\$0	Curriculum specialist, principal, counselor, kindergarten teachers, FRC director, and preschool teacher
Professional Development	PLCS and A&H teachers will provide professional development to teachers on components of the program review. Program Review Chairmen will provide insight into the rubrics and needs at each staff meeting.	Professional Learning	09/01/2014	04/29/2016	\$0	A&H teachers, PLCS teachers, and curriculum specialist, all staff
Kindergarten visits	Kindergarten teachers will visit Preschool and do observations of instruction, students and behavioral expectations.	Academic Support Program, Professional Learning	01/05/2016	05/13/2016	\$0	Curriculum Specialist, Kindergarten teachers, Preschool teacher, principal
Parent Volunteers	Each homeroom teacher will enlist one parent to volunteer in the building/classroom during the first semester. Parents will be trained by the FRC director. After the first semester each parent is asked to invite another parent to volunteer in the building.	Parent Involvement	09/01/2015	05/13/2016	\$0	Homeroom teachers, FRC Director
PLC	Teachers will participate in PLC meetings to analyze unit assessment results and class performance of students.	Professional Learning	08/24/2015	12/16/2016	\$0	Teachers, Curriculum Specialist, and Principal

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Novice Identification	Novice students will be identified and monitored at every PLC meeting	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	teachers, principal, Curriculum Specialist, counselor
New Teacher PD	All new teachers will attend a 2-day (with follow-up) PD offered by the district for first year teachers.	Academic Support Program	07/31/2015	12/18/2015	\$0	New teachers, district staff, curriculum sp.
Calendar	K-2 teachers will use a variety of skills during calendar time. It will be used daily with all students.	Direct Instruction	08/24/2015	12/19/2016	\$0	K-2 General education teachers & special education teachers
Pre-unit meetings	Teachers will meet with Curriculum Specialist and/or Principal to review District Common Assessment at least 2 weeks prior to the unit. They will make plans for instruction and strategies needed for mastery of content.	Academic Support Program	10/16/2015	12/19/2016	\$0	K-5 Grade level math teachers, Curriculum Specialist, Principal
PLC-Math	During PLC meetings, MAP data will be analyzed to ensure growth is being achieved.	Academic Support Program, Professional Learning	10/16/2015	10/14/2016	\$0	Grade level teachers, Curriculum Specialist
RTI	Third, fourth and fifth grade teachers will intervene with both Tier 2 and Tier 3 students to re-teach, strengthen basic reading skills and progress monitor.	Academic Support Program, Direct Instruction	09/01/2015	05/13/2016	\$0	Grade level teachers, RTI Interventionist, Curriculum Specialist
Novice Adoption	Novice students will be identified and adopted by non-accountable level staff. Staff will check in with these students and keep a close watch on their performance. They will encourage them at test time, build a relationship with them and generally keep tabs on them.	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	teachers, staff
Block scheduling	5th grade classes will rotate on a "block-type" schedule to allow for longer class periods. This will allow for more writing time, more conference time, more peer conferencing time and more writing across the content areas.	Academic Support Program, Direct Instruction	01/05/2016	05/13/2016	\$0	5th grade teachers, Curriculum Specialist, principal
Re-teaching	During PLC's, teachers will develop a plan for re-teaching students who did not master a concept.	Tutoring	01/02/2015	05/13/2015	\$0	Curriculum Specialist & teachers

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Parent/Teacher Contract	At the start of the second semester, students that are in jeopardy of "falling" will be scheduled with a second face-to-face parent teacher conference. Together they will work out a contract to get the student caught up and back on track.	Academic Support Program, Parent Involvement	01/05/2016	05/13/2016	\$0	teacher, principal
Collaboration Planning	Collaborative planning time will be given on contract days with special area, special education staff, and classroom teachers.	Professional Learning	09/01/2014	12/16/2016	\$0	Special Area, Special Education, Curriculum Specialist, and teachers
Novice Adoption	Novice students will be identified and adopted by non-accountable level staff. Staff will check in with these students and keep a close watch on their performance. They will encourage them at test time, build a relationship with them and generally keep tabs on them.	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	teachers and staff
Lesson Plan Review	Curriculum Specialist will review lesson plans weekly for possible Program Review documentation.	Academic Support Program	09/01/2014	04/29/2016	\$0	Curriculum specialist
Interactive Journaling	Interactive journals will be used in grades K-5 daily. They will focus on drawing, explaining, developing, and reasoning during this time.	Direct Instruction	08/24/2015	12/19/2016	\$0	General education and special education staff
Block scheduling	Fifth grade students will rotate through their schedule on a "block" type schedule. They will have longer periods of instruction in the area of writing on an every-other-day basis.	Direct Instruction	01/05/2016	05/13/2016	\$0	Fifth grade writing teacher, Curriculum Specialist
RTI	Third, fourth and fifth grade math teachers will intervene with both Tier 2 and Tier 3 students. They will monitor progress weekly and report monthly at RTI meetings.	Academic Support Program, Direct Instruction	09/01/2015	12/16/2016	\$0	Grade level teachers, RTI interventionist, Curriculum Specialist
Novice Identification	Novice students will be identified and monitored at every PLC meeting.	Academic Support Program, Behavioral Support Program	10/19/2015	09/01/2016	\$0	teachers, principal, counselor, Curriculum Specialist
Goal Setting-Reading	Teachers will hold conferences with each student to set realistic MAP goals to ensure growth.	Academic Support Program	10/16/2015	10/14/2016	\$0	Grade level teachers, curriculum specialist, principal

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Snow Learning	All CMZ students will be given their Snow Learning Packet by parent-teacher conferences in October. The emphasis will be on Career Education. The students will complete the project-based learning unit and will present their final project at a school-wide career fair in the spring.	Academic Support Program	10/26/2015	04/29/2016	\$0	Curriculum Specialist, Principals, Teacher, Counselor
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study	A volunteer book study utilizing the book, "7 Strategies of Assessment for Learning", will be offered.	Professional Learning	01/05/2016	05/13/2016	\$300	Principal, teachers
Total					\$300	

FRYSC

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Early Literacy	A program will be designed to target family members with young children. The program will help teach parents various reading strategies that they could use at home.	Parent Involvement	09/01/2015	12/19/2016	\$200	FRC director and curriculum specialist
Writer's Tea	3 Writer's Teas will be held throughout the year to celebrate the writing accomplishments of our students. Exemplary writing will be displayed and read during the tea. Parents will be invited and refreshments will be served.	Academic Support Program, Parent Involvement	11/20/2015	05/13/2016	\$500	FRC Director, Writing Committee members, Principal
Career Fair	Students will present their Career Unit project at a School-wide Career Fair.	Career Preparation/Orientation	10/26/2015	04/29/2016	\$100	Classroom teachers, Curriculum Specialist, FRC Director
Family Resource Center	The FRC programs will focus on school needs according to the information obtained by the following: attendance, volunteers, needs assessment surveys, newsletters, after school programs, and parent teacher conferences.	Parent Involvement	09/01/2015	12/16/2016	\$2000	FRC director, Principal, Counselor, all staff
Total					\$2800	

KDE Needs Assessment

Introduction

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

Data Analysis

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

What does the data/information not tell you?

How can we better meet the needs of our students that fall in our Gap Group?

How can we reduce the number of Novice students?

How can we monitor our Primary Program more closely to ensure students leaving Primary are ready for 3rd grade?

After reviewing the 2014-15 KPREP data our students with disabilities are performing well below that of their peers. The overall Gap scores are not that much behind the general population, but our disability group scores is twice as likely to score novice than any other score.

If we can turn the disability group around, we would greatly decrease the number of Novice.

The KPREP data does not tell me how to ensure that our Primary students are ready for 3rd grade. We need to put measure in place to secure basic skills are mastered prior to students exiting Primary.

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?

Language Mechanics is an area of strength along with Social Studies. Maintaining consistent instruction and instructor in both of these areas will help to maintain their strength. Also, taking a more literacy approach to Social Studies should help to increase our Reading scores as well.

Opportunities for Improvement

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

At Crittenden Mt. Zion Elementary we need to focus on our math instruction and our students ability to problem solve. Working with math teachers to ensure that there is a true understanding of the standard and strategies for instruction of that standard is key. We also need to ensure that our Program Review scores are where they truly are and that we do not under-score ourselves in this area. Making sure that all components of the Program Review are documented will help the scoring process.

Conclusion

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

Continuing our work in math PLCs will ensure that understanding. Using the data from assessments (both formative and summative) will help in the re-teaching process and ensure mastery. Utilizing time at each staff meeting and Contract Day to document Program Review will help to keep the needs in the forefront and ensure that plenty of documentation is there come scoring time.

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:

Crittenden-Mt. Zion Elementary will use results from the TELL Survey and other parent/teacher surveys to reduce barriers that impact student learning and allow for more parent involvement.

Measurable Objective 1:

collaborate to reduce barriers in the educational process that will directly impact student learning by 05/13/2016 as measured by TELL Survey and other data collected by KDE, Grant County School District and Crittenden Mt. Zion Elementary.

Strategy1:

Volunteers - Increase the number of volunteers and community involvement in the building.

Category: Stakeholder Engagement

Research Cited:

Activity - Community Involvement	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through the Community Engagement Tour that was held last year, we will invite those that attended to come back and be a part of our mission. This will include reading with students, helping in academic and non-academics areas and mentoring students.	Community Engagement	09/01/2015	05/13/2016	\$0 - No Funding Required	Teachers, FRC Director, principal, counselor

Activity - Parent Volunteers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each homeroom teacher will enlist one parent to volunteer in the building/classroom during the first semester. Parents will be trained by the FRC director. After the first semester each parent is asked to invite another parent to volunteer in the building.	Parent Involvement	09/01/2015	05/13/2016	\$0 - No Funding Required	Homeroom teachers, FRC Director

Strategy2:

Collaboration - Collaboration will occur among administrative staff, certified staff, classified staff, and parents through school events, conferences, PLC meetings, SBDM meetings, parent feedback and ARC meetings.

Category: Stakeholder Engagement

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - PBIS Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS Committee will meet monthly to discuss data trends, positive rewards, and strategies for addressing behavior concerns.	Behavioral Support Program	09/01/2015	12/16/2016	\$1000 - General Fund	Counselor and Teachers

Activity - Collaboration Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Collaborative planning time will be given on contract days with special area, special education staff, and classroom teachers.	Professional Learning	09/01/2014	12/16/2016	\$0 - No Funding Required	Special Area, Special Education, Curriculum Specialist, and teachers

Activity - Family Resource Center	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC programs will focus on school needs according to the information obtained by the following: attendance, volunteers, needs assessment surveys, newsletters, after school programs, and parent teacher conferences.	Parent Involvement	09/01/2015	12/16/2016	\$2000 - FRYSC	FRC director, Principal, Counselor, all staff

Strategy3:

Professional Development - Professional development will occur that addresses differentiated needs of teachers and includes opportunities for follow-up. Professional Development will be based on information gathered from surveys, TPGES evaluations and assessment data.

Category: Professional Learning & Support

Research Cited:

Activity - Professional Growth Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will meet with primary evaluator to determine Professional Growth Needs. During Post-conference and Summative conference updates on PGP will be discussed and revisited.	Professional Learning	09/29/2014	04/15/2016	\$0 - No Funding Required	all certified staff

Activity - Book Study	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A volunteer book study utilizing the book, "7 Strategies of Assessment for Learning", will be offered.	Professional Learning	01/05/2016	05/13/2016	\$300 - Title I School Improvement (ISI)	Principal, teachers

Activity - Teacher-to-teacher visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be paired with colleagues to visit each other's classrooms twice in a 2 month time span. Post-visits will occur to discuss what was seen and how improvements could be implemented.	Professional Learning	09/01/2014	05/13/2016	\$500 - General Fund	All classroom teachers.

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

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

Goal 1:

All students at Crittenden-Mt. Zion Elementary School will become proficient on the KPREP Assessment in the areas of Reading, Writing and Math by 2018

Measurable Objective 1:

55% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Mathematics by 09/01/2016 as measured by the KPREP assessment.

Strategy1:

Eureka Math - Teachers will be introduced to the Eureka Math Program and it's strategies and lessons.

Category: Professional Learning & Support

Research Cited:

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Specialist will work with teachers on a unit-by-unit basis to review the Eureka Math units to ensure understanding of strategies and content.	Professional Learning	09/01/2015	12/19/2016	\$1000 - General Fund	K-5 Grade level math teachers, Curriculum Specialist

Strategy2:

Workshop model - Teachers in grades 3, 4 and 5 will incorporate the workshop model into their daily instruction of Mathematics. This will allow for small group, individualized instruction of students.

Category: Continuous Improvement

Research Cited:

Activity - Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create stations for students to rotate through during the Math Workshop that reinforces skills taught.	Academic Support Program	08/24/2015	12/19/2016	\$1000 - Other	Grade level teachers, Curriculum Specialist

Strategy3:

Common Assessments - Teachers will utilize the District Common Assessments to plan and drive their instruction of their units. They will give pretests to know where strengths and weakness lie before the unit and analyze post-test data to determine re-teaching needs.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Pre-unit meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with Curriculum Specialist and/or Principal to review District Common Assessment at least 2 weeks prior to the unit. They will make plans for instruction and strategies needed for mastery of content.	Academic Support Program	10/16/2015	12/19/2016	\$0 - No Funding Required	K-5 Grade level math teachers, Curriculum Specialist, Principal

Measurable Objective 2:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Writing by 09/01/2016 as measured by the KPREP state assessment.

Strategy1:

Writing teachers - At grades 4 and 5, specific writing teachers will put into place. This will ensure that Writing is being taught on a consistent basis and with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Block scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will rotate through their schedule on a "block" type schedule. They will have longer periods of instruction in the area of writing on an every-other-day basis.	Direct Instruction	01/05/2016	05/13/2016	\$0 - No Funding Required	Fifth grade writing teacher, Curriculum Specialist

Activity - Blast-Off Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th grade students will participate in On-Demand writing assessments and Language Mechanics assessments.	Academic Support Program	01/29/2016	05/13/2016	\$0 - No Funding Required	Writing teachers, Curriculum Specialist, Principal

Strategy2:

Writing Resource - All teachers will receive instruction in using a common resource for writing instruction. "Getting to the Core of Writing", will be used with all grade levels to ensure consistent instruction is occurring at all grade levels.

Category: Professional Learning & Support

Research Cited:

Activity - Writer's Tea	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3 Writer's Teas will be held throughout the year to celebrate the writing accomplishments of our students. Exemplary writing will be displayed and read during the tea. Parents will be invited and refreshments will be served.	Parent Involvement Academic Support Program	11/20/2015	05/13/2016	\$500 - FRYSC	FRC Director, Writing Committee members, Principal

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Getting to the Core of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction of how to use this writing resource in their classrooms and with their students.	Professional Learning	11/30/2015	05/13/2016	\$1000 - General Fund	Writing teachers, Curriculum Specialist

Measurable Objective 3:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Reading by 09/01/2016 as measured by results from the KPREP Assessment .

Strategy1:

Phonics Instruction - A universal Phonics Program will be implemented in Grades K, 1 and 2. This will to ensure consistency of instruction and skills being taught.

Category: Early Learning

Research Cited:

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saxon Phonics will be used in grades K, 1 and 2 with all students. Special Education students will also receive this instruction. The program will ensure that all Crittenden Mt. Zion students will have a firm foundation in phonics.	Academic Support Program	08/24/2015	12/19/2016	\$5000 - General Fund	Grade Level teachers, Curriculum Specialist

Strategy2:

Primary Reading Expectations - Expectations for accuracy/ fluency, sight word knowledge, and reading level will be set for grades K, 1 and 2. Teachers will monitor these skills weekly and report monthly during PLC meetings. This data will be used to share reading skills/abilities to parents.

Category: Early Learning

Research Cited:

Activity - Fluency checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade k, 1 and 2 will monitor students accuracy/fluency weekly through probes.	Other - individual assessment	01/04/2016	12/19/2016	\$0 - Other	Grade level teachers, Instructional Assistants, Administrative tam

Strategy3:

Reading Intervention - Students who are reading below grade level according to the MAP assessment will receive additional reading intervention according to the RTI model. Data will be monitored monthly to ensure progress is being made. Additional strategies will be put into place if progress is not evident.

Category: Continuous Improvement

Research Cited: RTI

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet twice a month to specifically talk about student progress in the area of Reading. One meeting will include all student data and one will focus on students identified as RTI Tier 2 and Tier 3.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Curriculum Specialist, RTI Interventionist, teachers

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled for small group instruction based on needs. Needs will be determined by MAP data, formative classroom data and common assessment data	Academic Support Program	08/31/2015	12/16/2016	\$24000 - District Funding	Grade Level teachers, Instructional Assistants, and administrative staff.

Strategy4:

Unit Assessments - Crittenden-Mt. Zion Elementary will utilize district ELA Common Assessments and pacing guides to increase student mastery of CCCS at each level.

Category: Continuous Improvement

Research Cited:

Activity - Re-teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's, teachers will develop a plan for re-teaching students who did not master a concept.	Tutoring	01/02/2015	05/13/2015	\$0 - No Funding Required	Curriculum Specialist & teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings to analyze unit assessment results and class performance of students.	Professional Learning	08/24/2015	12/16/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist, and Principal

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

Goal 1:

All incoming Kindergarten students will be assessed using the state mandated assessment.

Measurable Objective 1:

100% of Kindergarten grade students will complete a portfolio or performance on the Brigance Kindergarten screener in English Language Arts by 09/11/2015 as measured by state mandated assessment.

Strategy1:

Kindergarten Readiness - Research shows that early awareness and interventions is instrumental in the future of students. All stakeholders

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

will work together to create a kindergarten readiness programs that will assist in the transition from home/preschool to kindergarten.

Category: Early Learning

Research Cited:

Activity - Kindergarten visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will visit Preschool and do observations of instruction, students and behavioral expectations.	Academic Support Program Professional Learning	01/05/2016	05/13/2016	\$0 - No Funding Required	Curriculum Specialist, Kindergarten teachers, Preschool teacher, principal

Activity - Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program will be designed to target family members with young children. The program will help teach parents various reading strategies that they could use at home.	Parent Involvement	09/01/2015	12/19/2016	\$200 - FRYSC	FRC director and curriculum specialist

Activity - Preschool-Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and preschool teacher will collaborate to discuss incoming students and potential needs during monthly and summer PLC meetings.	Academic Support Program	01/05/2016	07/29/2016	\$0 - No Funding Required	Curriculum specialist, principal, counselor, kindergarten teachers, FRC director, and preschool teacher

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

Goal 1:

All incoming Kindergarten students will be assessed using the state mandated assessment.

Measurable Objective 1:

100% of Kindergarten grade students will complete a portfolio or performance on the Brigance Kindergarten screener in English Language Arts by 09/11/2015 as measured by state mandated assessment.

Strategy1:

Kindergarten Readiness - Research shows that early awareness and interventions is instrumental in the future of students. All stakeholders will work together to create a kindergarten readiness programs that will assist in the transition from home/preschool to kindergarten.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Preschool-Kindergarten	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers and preschool teacher will collaborate to discuss incoming students and potential needs during monthly and summer PLC meetings.	Academic Support Program	01/05/2016	07/29/2016	\$0 - No Funding Required	Curriculum specialist, principal, counselor, kindergarten teachers, FRC director, and preschool teacher

Activity - Early Literacy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A program will be designed to target family members with young children. The program will help teach parents various reading strategies that they could use at home.	Parent Involvement	09/01/2015	12/19/2016	\$200 - FRYSC	FRC director and curriculum specialist

Activity - Kindergarten visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten teachers will visit Preschool and do observations of instruction, students and behavioral expectations.	Professional Learning Academic Support Program	01/05/2016	05/13/2016	\$0 - No Funding Required	Curriculum Specialist, Kindergarten teachers, Preschool teacher, principal

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

Goal 1:

All students at Crittenden-Mt. Zion Elementary School will become proficient on the KPREP Assessment in the areas of Reading, Writing and Math by 2018

Measurable Objective 1:

50% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Writing by 09/01/2016 as measured by the KPREP state assessment.

Strategy1:

Writing Resource - All teachers will receive instruction in using a common resource for writing instruction. "Getting to the Core of Writing", will be used with all grade levels to ensure consistent instruction is occurring at all grade levels.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Writer's Tea	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
3 Writer's Teas will be held throughout the year to celebrate the writing accomplishments of our students. Exemplary writing will be displayed and read during the tea. Parents will be invited and refreshments will be served.	Parent Involvement Academic Support Program	11/20/2015	05/13/2016	\$500 - FRYSC	FRC Director, Writing Committee members, Principal

Activity - Getting to the Core of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will receive instruction of how to use this writing resource in their classrooms and with their students.	Professional Learning	11/30/2015	05/13/2016	\$1000 - General Fund	Writing teachers, Curriculum Specialist

Strategy2:

Writing teachers - At grades 4 and 5, specific writing teachers will put into place. This will ensure that Writing is being taught on a consistent basis and with fidelity.

Category: Continuous Improvement

Research Cited:

Activity - Block scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fifth grade students will rotate through their schedule on a "block" type schedule. They will have longer periods of instruction in the area of writing on an every-other-day basis.	Direct Instruction	01/05/2016	05/13/2016	\$0 - No Funding Required	Fifth grade writing teacher, Curriculum Specialist

Activity - Blast-Off Practice	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
4th and 5th grade students will participate in On-Demand writing assessments and Language Mechanics assessments.	Academic Support Program	01/29/2016	05/13/2016	\$0 - No Funding Required	Writing teachers, Curriculum Specialist, Principal

Measurable Objective 2:

60% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Reading by 09/01/2016 as measured by results from the KPREP Assessment .

Strategy1:

Primary Reading Expectations - Expectations for accuracy/ fluency, sight word knowledge, and reading level will be set for grades K, 1 and 2. Teachers will monitor these skills weekly and report monthly during PLC meetings. This data will be used to share reading skills/abilities to parents.

Category: Early Learning

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Fluency checks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grade k, 1 and 2 will monitor students accuracy/fluency weekly through probes.	Other - individual assessment	01/04/2016	12/19/2016	\$0 - Other	Grade level teachers, Instructional Assistants, Administrative tam

Strategy2:

Phonics Instruction - A universal Phonics Program will be implemented in Grades K, 1 and 2. This will to ensure consistency of instruction and skills being taught.

Category: Early Learning

Research Cited:

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Saxon Phonics will be used in grades K, 1 and 2 with all students. Special Education students will also receive this instruction. The program will ensure that all Crittenden Mt. Zion students will have a firm foundation in phonics.	Academic Support Program	08/24/2015	12/19/2016	\$5000 - General Fund	Grade Level teachers, Curriculum Specialist

Strategy3:

Reading Intervention - Students who are reading below grade level according to the MAP assessment will receive additional reading intervention according to the RTI model. Data will be monitored monthly to ensure progress is being made. Additional strategies will be put into place if progress is not evident.

Category: Continuous Improvement

Research Cited: RTI

Activity - Small group instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be pulled for small group instruction based on needs. Needs will be determined by MAP data, formative classroom data and common assessment data	Academic Support Program	08/31/2015	12/16/2016	\$24000 - District Funding	Grade Level teachers, Instructional Assistants, and administrative staff.

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet twice a month to specifically talk about student progress in the area of Reading. One meeting will include all student data and one will focus on students identified as RTI Tier 2 and Tier 3.	Academic Support Program	08/24/2015	12/16/2016	\$0 - No Funding Required	Curriculum Specialist, RTI Interventionist, teachers

Strategy4:

Unit Assessments - Crittenden-Mt. Zion Elementary will utilize district ELA Common Assessments and pacing guides to increase student mastery of CCCS at each level.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Re-teaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC's, teachers will develop a plan for re-teaching students who did not master a concept.	Tutoring	01/02/2015	05/13/2015	\$0 - No Funding Required	Curriculum Specialist & teachers

Activity - PLC	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in PLC meetings to analyze unit assessment results and class performance of students.	Professional Learning	08/24/2015	12/16/2016	\$0 - No Funding Required	Teachers, Curriculum Specialist, and Principal

Measurable Objective 3:

55% of Third, Fourth and Fifth grade students will demonstrate a proficiency on the state assessment in Mathematics by 09/01/2016 as measured by the KPREP assesement.

Strategy1:

Common Assessments - Teachers will utilize the District Common Assessments to plan and drive their instruction of their units. They will give pretests to know where strengths and weakness lie before the unit and analyze post-test data to determine re-teaching needs.

Category: Continuous Improvement

Research Cited:

Activity - Pre-unit meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with Curriculum Specialist and/or Principal to review District Common Assessment at least 2 weeks prior to the unit. They will make plans for instruction and strategies needed for mastery of content.	Academic Support Program	10/16/2015	12/19/2016	\$0 - No Funding Required	K-5 Grade level math teachers, Curriculum Specialist, Principal

Strategy2:

Eureka Math - Teachers will be introduced to the Eureka Math Program and it's strategies and lessons.

Category: Professional Learning & Support

Research Cited:

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Specialist will work with teachers on a unit-by-unit basis to review the Eureka Math units to ensure understanding of strategies and content.	Professional Learning	09/01/2015	12/19/2016	\$1000 - General Fund	K-5 Grade level math teachers, Curriculum Specialist

Strategy3:

Workshop model - Teachers in grades 3, 4 and 5 will incorporate the workshop model into their daily instruction of Mathematics. This will allow for small group, individualized instruction of students.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Stations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will create stations for students to rotate through during the Math Workshop that reinforces skills taught.	Academic Support Program	08/24/2015	12/19/2016	\$1000 - Other	Grade level teachers, Curriculum Specialist

Goal 2:

All Primary students (K-3) will show growth in the areas of reading and math.

Measurable Objective 1:

A 80% increase of Kindergarten, First, Second and Third grade students will complete a portfolio or performance will show growth in English Language Arts by 10/16/2015 as measured by district MAP assessment.

Strategy1:

Researched-based strategies - K-3 teachers will use researched-based strategies to design instruction.

Category: Continuous Improvement

Research Cited:

Activity - Daily Five/Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use Daily 5 and workshop model components when designing their reading instruction.	Direct Instruction	01/02/2015	12/18/2015	\$0 - No Funding Required	general education teacher

Activity - Reading Buddies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 Reading mornings will be established. Parents will be encouraged to come in one Friday morning a month to read with their child. Outside organizations will be also asked to join our readers on those mornings to fill in when parents cannot attend.	Academic Support Program	02/06/2015	05/15/2015	\$0 - No Funding Required	General education teacher, FRC Director, Principal, Curriculum Specialist

Activity - AR Reading Challenges	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Each grade level will create monthly AR reading challenges to promote reading at school and at home.	Academic Support Program	01/02/2015	12/18/2015	\$1000 - General Fund	Teachers, Curriculum Specialist, Media Specialist

Activity - Authors	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The FRC and media specialist will collaborate together to bring in authors and story tellers. Teachers will be responsible for designing lead up activities.	Academic Support Program	01/02/2015	12/18/2015	\$1000 - FRYSC	FRC, Media Sp., and Classroom teachers

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Measurable Objective 2:

80% of Kindergarten, First, Second and Third grade students will complete a portfolio or performance will show growth in Mathematics by 10/16/2015 as measured by the district MAP assessment.

Strategy1:

Researched-based instructional strategies - Teachers will use researched based instructional strategies.

Category: Continuous Improvement

Research Cited:

Activity - Common Unit Assessments	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-3 teachers will work to build rigorous common unit assessment in math that align with the Common Core Standards	Academic Support Program	01/02/2015	12/18/2015	\$0 - No Funding Required	Curriculum Specialist, math teachers

Activity - Math Journals/Calendar review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
k-3 teachers will utilize daily math journals and calendar review with every student	Direct Instruction	01/02/2015	12/18/2015	\$0 - No Funding Required	Classroom teachers

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students who are not performing at grade level will receive RTI depending on their Tier 2 and 3. Weekly progress monitoring will be used to check for growth.	Academic Support Program	01/02/2015	12/18/2015	\$0 - No Funding Required	General teachers and RTI teachers

Goal 3:

All students at Crittenden Mt. Zion Elementary will show growth in the areas of Math and Reading.

Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth by increasing their percentile ranking in Mathematics by 05/13/2016 as measured by MAP assessment based on Spring to Spring scores.

Strategy1:

Goal Setting-Math - Students will meet with teachers to set MAP math goals.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - PLC-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC meetings, MAP data will be analyzed to ensure growth is being achieved.	Academic Support Program Professional Learning	10/16/2015	10/14/2016	\$0 - No Funding Required	Grade level teachers, Curriculum Specialist

Activity - Goal Setting-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet with each student individually to set MAP math goals based on the projections given by the MAP reports.	Academic Support Program	10/16/2015	10/14/2016	\$0 - No Funding Required	Grade Level teachers, Curriculum Specialist

Activity - Student Reward-Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Globe" reward charms will be given to students who increase their MAP scores	Academic Support Program	10/16/2015	10/14/2016	\$1000 - General Fund	Principal

Measurable Objective 2:

75% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will increase student growth by increasing their percentile ranking in Reading by 05/13/2016 as measured by the MAP assessment based on Spring to Spring scores..

Strategy1:

Goal Setting-Reading - Teachers will work with each student to set a goal for their MAP testing. These goals will be based on projected MAP growth as per the MAP reports generated after each testing cycle.

Category: Continuous Improvement

Research Cited:

Activity - Goal Setting-Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will hold conferences with each student to set realistic MAP goals to ensure growth.	Academic Support Program	10/16/2015	10/14/2016	\$0 - No Funding Required	Grade level teachers, curriculum specialist, principal

Activity - PLC meetings-Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
During PLC meetings, MAP data will be analyzed to ensure growth is being achieved.	Academic Support Program Professional Learning	10/16/2015	10/14/2016	\$0 - No Funding Required	Grade level teachers, RTI Interventionist, Special Education teachers, Curriculum Specialist, principal

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - Student Reward-Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
"Globe" reward charms will be given to students who increase their MAP scores.	Academic Support Program	10/16/2015	10/14/2016	\$2000 - General Fund	principal

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

All GAP students at Crittenden-Mt. Zion will increase their proficiency on the KPREP Assessment

Measurable Objective 1:

40% of Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state assessment in Writing by 09/01/2016 as measured by KPREP assessment results.

Strategy1:

Writing Resource - 5th grade writing teacher will utilize a common resource for her instruction. "Getting to the Core of Writing", will enable our students to have and hear common language at each grade level and skills will be build on one another.

Category: Continuous Improvement

Research Cited:

Activity - Getting to the Core Of Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Writing teachers will utilize this resource to ensure consistency and fidelity to our writing instruction.	Academic Support Program Direct Instruction	11/30/2015	12/19/2016	\$2000 - General Fund	Writing teachers, Curriculum Specialist

Activity - Block scheduling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade classes will rotate on a "block-type" schedule to allow for longer class periods. This will allow for more writing time, more conference time, more peer conferencing time and more writing across the content areas.	Academic Support Program Direct Instruction	01/05/2016	05/13/2016	\$0 - No Funding Required	5th grade teachers, Curriculum Specialist, principal

Measurable Objective 2:

45% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state assessment in Mathematics by 09/01/2016 as measured by results by the KPREP Assessment.

Strategy1:

Interactive Learning - K-2 students will be exposed everyday to the use of math journals and calendar review. 3-5 students will utilize a math

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

journal to facilitate being able to explain their thinking and understanding of math concepts;

Category: Continuous Improvement

Research Cited:

Activity - Interactive Journaling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interactive journals will be used in grades K-5 daily. They will focus on drawing, explaining, developing, and reasoning during this time.	Direct Instruction	08/24/2015	12/19/2016	\$0 - No Funding Required	General education and special education staff

Activity - Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
K-2 teachers will use a variety of skills during calendar time. It will be used daily with all students.	Direct Instruction	08/24/2015	12/19/2016	\$0 - No Funding Required	K-2 General education teachers & special education teachers

Strategy2:

Math Interventions - GAP students who are below grade level according to the MAP assessment will receive additional math intervention according to the RTI model and through specially designed instruction as through their IEP goals.

Category: Continuous Improvement

Research Cited: RTI Model, Special Education Services

Activity - Eureka Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will become familiar with the strategies outlined in the Eureka Math program to better help students understand math content they may be struggling with.	Technology Academic Support Program	09/01/2014	12/19/2016	\$4000 - District Funding	Curriculum Specialist, RTI Interventionist, special education teachers and grade level teachers

Activity - Math Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers in grades 3-5 will implement a workshop model of instruction.	Direct Instruction	08/24/2015	12/19/2016	\$0 - No Funding Required	3-5 math teachers

Measurable Objective 3:

55% of Third, Fourth and Fifth grade Economically Disadvantaged and Students with Disabilities students will demonstrate a proficiency on the state assessment in Reading by 09/01/2016 as measured by results of the KPREP Assessment.

Strategy1:

Reading Intervention - GAP students who are reading below grade level according to the MAP assessment will receive additional reading intervention according to the RTI model and their specifically designed instruction through their IEP goals.

Category: Continuous Improvement

Research Cited: RTI and Special Education

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Activity - PLC meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet monthly to review RTI and Progress Monitoring data on GAP students to ensure progress in being made.	Academic Support Program	09/01/2014	12/19/2016	\$6000 - District Funding	RTI teachers, general education teachers, special education teachers

Activity - AR Reading Challenges	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in grade level AR Reading Challenges. This will promote reading at school and at home to increase reading skills.	Academic Support Program	11/02/2015	05/13/2016	\$1000 - General Fund	grade level teachers, Curriculum Specialist, Media Specialist, principal

Activity - After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as "Falling" will be given the opportunity to stay for after school one-on-one tutoring in the area of concern,	Tutoring Direct Instruction	01/18/2016	05/13/2016	\$7000 - General Fund	Designated staff, principal

Activity - Saxon Phonics	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students in 3rd grade that show a deficit in reading fluency will receive Saxon Phonics instruction as part of their Tier 2 Interventions	Technology Direct Instruction	09/01/2015	12/19/2016	\$4000 - District Funding	Grade level teachers

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, PLCS and writing.

Goal 1:

Crittenden-Mt. Zion Elementary will increase the level of proficiency on the Writing, K-3, PLCS and A&H portion of the program review.

Measurable Objective 1:

collaborate to ensure that documentation for all program reviews are complete, and good evidence of the work being done. by 04/29/2016 as measured by the program review rubrics.

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Strategy1:

K-3, PLCS and A&H Committee - Committees will be formed for writing, k-3, PLCS and A&H. The committees will be made up of teachers, family resource director, curriculum specialist, and principal. Professional development will be given to all committee members on the use of the scoring rubric, the required documentation, and ASSIST tool. The committees will meet to review documentation once prior to Christmas and at least twice during the second semester to assess progress. Monthly "Program Review Commercials" will occur at staff meetings to keep staff informed of progress and needs for documentation. Mid-year and final scores will be shared with staff and SBDM Council.

Category: Continuous Improvement

Research Cited:

Activity - Program Review Policies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will revise current Program Review policies and add policies for Arts and Humanities.	Policy and Process	09/01/2014	05/13/2016	\$0 - No Funding Required	Curriculum Specialist, counselor, principal, FRC, Program Review Committee chairs, SBDM Council

Activity - Art Week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will be introduced to a variety of types of art through short mini lessons. Students will have the opportunity to create one of the types of art and will culminate in a school-wide art fair.	Direct Instruction Academic Support Program	01/05/2016	03/01/2016	\$500 - General Fund	classroom teachers, principal, Curriculum Specialist

Activity - Lesson Plan Review	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Curriculum Specialist will review lesson plans weekly for possible Program Review documentation.	Academic Support Program	09/01/2014	04/29/2016	\$0 - No Funding Required	Curriculum specialist

Activity - Drama	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CMZ will ensure that exemplary drama presentations are brought into the school for the purpose of exposing students to the arts.	Academic Support Program	09/01/2015	05/13/2016	\$2000 - General Fund	Curriculum Specialist, principal, FRC Director

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCS and A&H teachers will provide professional development to teachers on components of the program review. Program Review Chairmen will provide insight into the rubrics and needs at each staff meeting.	Professional Learning	09/01/2014	04/29/2016	\$0 - No Funding Required	A&H teachers, PLCS teachers, and curriculum specialist, all staff

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to each of the schoolwide program components.	Yes	A comprehensive data analysis was done after receiving our KPREP scores by both the administrative team and the staff as a whole. The principal and Curriculum Specialist attended a half day training sponsored by KASC that helped to analyze our scores in more depth.	

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	Daily schedules were developed for each grade level to ensure the optimum amount of time was allowed for key content instruction. Teachers were paired with another colleague to do monthly classroom visits to gather ideas, help colleagues with problem areas and gain an understanding of instruction at another level.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	FRC and Pre-school team works together to plan transition activities for our Pre-school students. Our Pre-school teacher is involved in classroom placement of students and in KinderCamp activities.	

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	Our focus this year for RTI has been with our Primary students. We have a Certified teacher and an Instructional Assistant assigned to our RTI program. They work mainly with K-2 students that are labeled as Tier 3. Our hope in targeting these students in both reading and math is to catch them early so that they are not so far behind once they leave Primary.	

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

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

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

Label	Assurance	Response	Comment	Attachment
Parental Involvement	The school planned or developed strategies to increase parental involvement in the design, implementation, evaluation and communication of assessment results of the Schoolwide activities, which included the development and implementation of a Parent Compact and a Parent Involvement Policy.	Yes	Each teacher was asked to recruit one parent volunteer at the start of the school year. Our FRC conducted volunteer training with these parents and they are actively working in our building. The goal is for each of these parents to ask another parent to join them as a volunteer for the second semester. That would double the amount of volunteers in our building!	

Label	Assurance	Response	Comment	Attachment
Schoolwide Planning	The school incorporated the ten schoolwide planning criteria into the existing school improvement planning process.	Yes	Crittenden Mt. Zion Elementary elicited input from parents, staff, students, SBDM Council, and community members in our planning process. We used data and past performances also.	

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	Data blitz completed in October after KPREP scores were received. Principal and Curriculum Specialist attended a KASC conference, "Studying Your Score" to allow for further analysis.	

Label	Assurance	Response	Comment	Attachment
Comprehensive Needs Assessment	The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.	Yes	Data blitz and monthly PLC meetings keep staff informed on struggling students. RTI protocol allows for identification of students that receive Tier 2 and tier 3 services.	

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Label	Assurance	Response	Comment	Attachment
Instructional Strategies	The school planned and developed research based instructional strategies to support and assist identified students.	Yes	Certified teachers and Instructional Assistant administer instruction to Tier 3 students through research-based programs. Such as Saxon Phonics, SRA, Barton Reading System, etc...	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinated and integrate with other federal, state, and local programs.	Yes	Crittenden Mt. Zion is a Title I school. Together with our RTI and Special Education programs we service identified students and coordinate their services.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	Regular education teachers administer instruction in to our Tier 2 students and at grade 3-5 Tier 3 students. Special education teachers collaborate as much as possible with the regular education teacher.	

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities to coordinate and integrate with other federal, state, and local programs.	Yes	RTI, Special Education, volunteer readers, Community Involvement emphasis, FRC night-time events. An emphasis on Novice Reduction within the building.	

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.	Yes	Monitoring the Novice students on Blast-Off practice assessments, Common Assessments and MAP to ensure they are performing at an "above novice" level. Implementing after school tutoring for students that are still struggling or "falling" behind.	

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

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

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

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

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

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

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	Components of CSIP and the results of planned activities reviewed at SBDM monthly meetings and staff meetings.	

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	www.grant.kyschools.us	

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

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		

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

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

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

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

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.	N/A	Instructional Assistants work with students at all times. They are not assigned regular clerical duties.	

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	Instructional Assistants work with students at all times. They are not assigned regular clerical duties.	

Label	Assurance	Response	Comment	Attachment
Cap Size Requirements	The school met its cap size requirements without using Title I funds.	No	Title I funds were utilized to lower class size and allow for an RTI Certified teacher.	

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

The Missing Piece

Introduction

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

Stakeholders

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

Staff, students and parents

Relationship Building

Overall Rating: 3.0

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

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

	Statement or Question	Response	Rating
2.3	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Parents and other stakeholders report that they are actively welcomed when they visit the school.	Proficient

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

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

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

	Statement or Question	Response	Rating
2.7	All parents are asked for feedback on the school's efforts to welcome and engage parents and the feedback is used to improve the school's efforts.	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: 2.86

	Statement or Question	Response	Rating
3.1	School staff implements systematic efforts to inform parents about academic goals, class work, grades and homework for their children in their home language. (For example, classroom contracts, student assignment books, homework websites, and online grade books).	Multiple two-way communications in the home language are used to communicate academic goals, class work, and homework, and grades. (See Proficient Examples)	Distinguished

	Statement or Question	Response	Rating
3.2	School staff offers varied ways that parents can share information with teachers about their children's learning needs. (For example, phone and e-mail contacts, offering parent conferences, making home visits, or other methods).	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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff sometime provides community organizations with information about academic expectations for parents who use their services.	Apprentice

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	Student achievement data or achievement results are communicated informally to parents by school staff.	Apprentice

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

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

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

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

Decision Making

Overall Rating: 2.43

	Statement or Question	Response	Rating
4.1	The school staff offers professional learning community opportunities, workshops, and easily accessible written information to equip parents for service on the SBDM council and committees.	Parents elected to serve on school council and some other parents who serve on SBDM committees are invited to attend training offered by school or district.	Apprentice

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council and committees have some parent members, may provide translators, meet at time and place convenient to staff. Elections are held at convenient times and are publicized, but less than 20% of the parents vote in SBDM parent election.	Apprentice

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

	Statement or Question	Response	Rating
4.4	The school council adopts measurable objectives and plans coherent strategies to build authentic parent participation, and the school council monitors the implementation and impact of that work.	School council has some parent involvement components and action items that deal with specific academic areas. Little or no funding is provided. Little or no implementation and impact checking is done.	Apprentice

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

	Statement or Question	Response	Rating
4.6	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, the school council, and other groups making decisions about school improvement.	Parents report that they are treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

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

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	There is evidence that school staff know which students have a parent or another adult who can speak up for them regarding their academic goals and learning needs.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
5.6	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that parents have the option to use a trained advocate to assist them in speaking for their child's needs.	Novice level students are identified by school staff to receive targeted strategies for academic improvement. Parents are informed of the strategies but do not receive training on how to use those strategies or how progress will be measured.	Apprentice

Learning Opportunities

Overall Rating: 2.67

	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 staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

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

Community Partnerships

Overall Rating: 2.83

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

	Statement or Question	Response	Rating
7.2	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	School leadership develops partnerships with several businesses, organizations, and agencies to support student learning and create mentors for students and parents.	Proficient

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

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

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

	Statement or Question	Response	Rating
7.6	School staff offers and publicizes community-based learning activities aligned with the curriculum, such as tutoring linked to the curriculum and internships, for all students and parents.	School staff offers and publicizes community-based learning activities, such as tutoring linked to the curriculum, for all students and parents.	Proficient

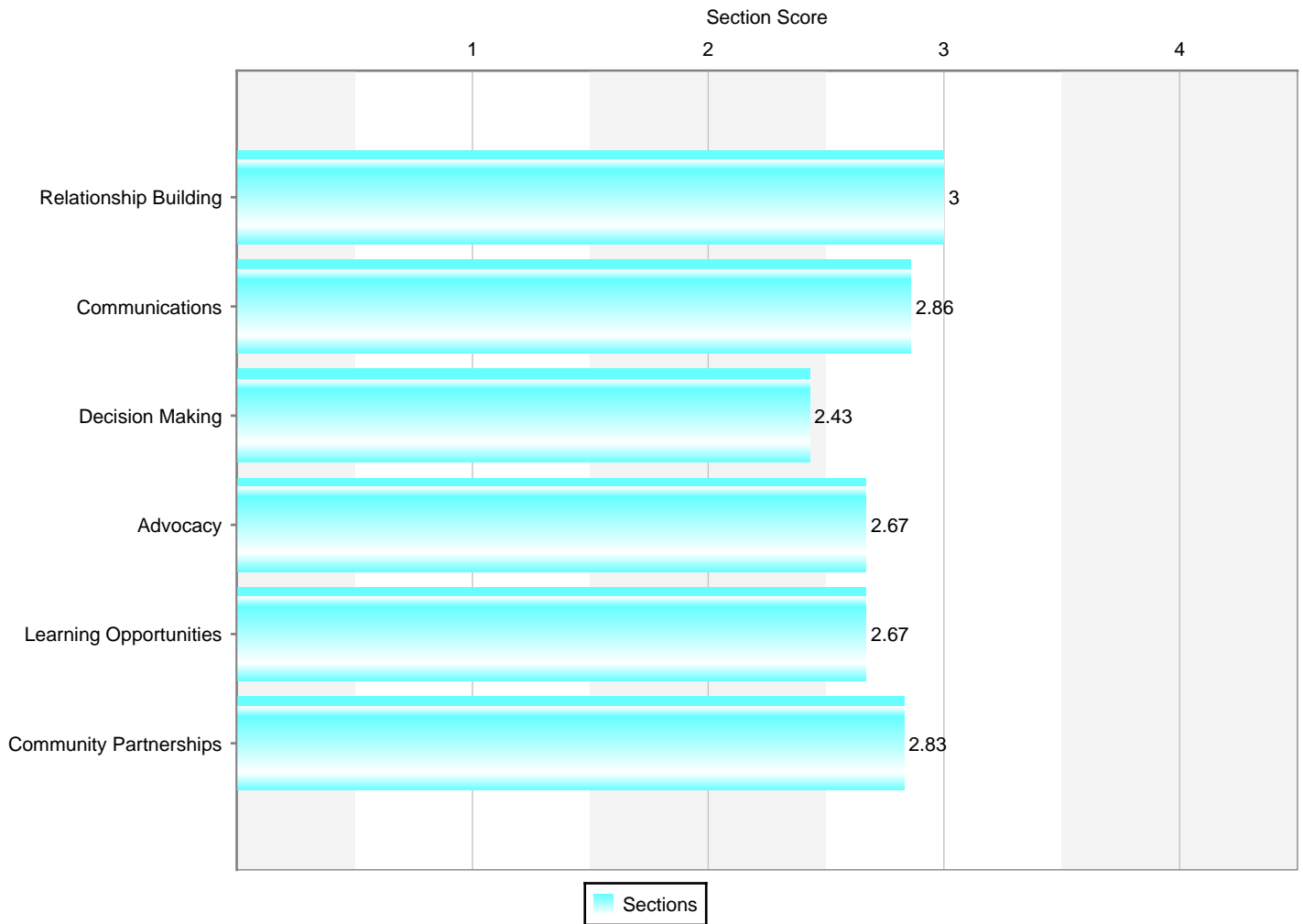
Reflection

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

Crittenden Mt. Zion Elementary's strengths seem to lie in building relationships and communicating with parents. We are aware of families that struggle and work with them through our FRC to break down any barriers that they might be having. We need to work on getting more parents involved in the decision making process here at school. Having them serve on committees and work with our SBDM council would help to ensure their concerns were being addressed. We have increased our number of volunteers this year and are seeing great results from that initiative. We need to work on getting more community members/agencies involved in our school.

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.

Results from a parent survey from last year, a students survey from the end of the year last year, the TELL survey and feedback from the SBDM council were used to develop our school improvement plan. The goals of the plan are a part of each month's SBDM council meetings. Also considered was a Needs Assessment that our FRC had parents fill out.

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

Administrative team (Principal, Curriculum Specialist, Counselor, FRC Director), SBDM Council, parents, staff and students.

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

The final CSIP was reviewed and approved by the SBDM council and the staff. The SBDM council reviews a component every month and discusses the progress of that component.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	February, 2016	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	February, 2016	

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

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

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	August 12, 2015	

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

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

KDE Comprehensive School Improvement Plan

Crittenden-Mt. Zion Elementary

Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	September 1, 2015	

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

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	Fire Drill Severe Weather Earthquake Lockdown August 17 August 21 September 30 September 10 August 27 January 7 January 12 January 22 September 21 March 31 October 23 November 19 December 11 January 27 February 24 March 21 April 14 May 3	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	No	All of our teachers are highly qualified and have been rated as Accomplished or higher in the TPGES system	

What are the barriers identified?

No barriers were identified.

What sources of data were used to determine the barriers?

Results of TPGES system

What are the root causes of those identified barriers?

N/A

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

All teachers are identified as Accomplished.

Equitable Access Strategies

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

All of our teachers are highly qualified and rated Accomplished or higher in the TPGES system of evaluation.

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

All of our teachers are highly qualified and rated Accomplished or higher in the TPGES system of evaluation.

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

When hiring, SBDM Council looks at all candidates and interviews only highly qualified persons for the position.

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

When hiring, SBDM develops questions that ensure that candidates understand the needs of our school, the diversity of our school and the vision of our school.

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

The climate and culture of our building is our draw for good teachers to stay. We care about kids and that is evident in all aspects of our mission.

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

The district provides a 2 day New Teacher Institute before the school year starts. We have experienced KTIP Resource teachers that help to mentor our new teachers and we implement teacher-to-teacher classroom visits every month to help new teachers experience other's classrooms.

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

All of our teachers are highly qualified and rated Accomplished or higher in the TPGES system of evaluation.

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

TELL survey results are analyzed by the administrative staff and prioritized as to needs. The results are also shared with the staff and discussed with input from them as to how improvements can be made.

Questions

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

Crittenden-Mt. Zion Elementary will use results from the TELL Survey an... 0 notes

Action

Objective collaborate to reduce barriers in the education... 0 notes

Action

Strategy Collaboration 0 notes

Action

Activity PBIS Committee 0 notes

Action

Activity Collaboration Planning 0 notes

Action

Activity Family Resource Center 0 notes

Action

Strategy Professional Development 0 notes

Action

Activity Professional Growth Planning 0 notes

Action

Activity Teacher-to-teacher visits 0 notes

Action

Activity Book Study 0 notes

Action

Strategy Volunteers 0 notes

Action

Activity Parent Volunteers

Activity

Parent Volunteers

0 notes

Action

Activity Community Involvement