Comprehensive School Improvement

Plan

Campbell Ridge Elementary

Campbell County

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Alexandria, KY 41001

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Executive Summary

Introduction

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

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

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

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

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

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

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

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

Phase I - Equitable Access to Effective Educators School Diagnostic

Introduction

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

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

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

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

Equitable Access to Effective Educators - School

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

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

CRES equity data points to needs related to students with disabilities and students from poverty. The high percentages of these students present needs in terms of instruction that is responsive to their unique needs. Effective educators, trained and experienced in high quality instruction and differentiated instruction, are required to meet the needs of these students.

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

The challenges at CRES in responding to the needs of these students is to retain effective educators so that retraining is not required every year.

Label	Assurance	Response	Comment	Attachment
Goal Setting (4)	Complete the School Equity Goals tab. Use the school's most recent measures in the Equity tab of the School Report Card to set equitable access goals for the next three years. The measures include: Working Conditions, Overall Teacher and Leader Effectiveness, Overall Student Growth, Percentage of new and KTIP teachers, and Percentage of Teacher Turnover. ***Goals should reflect an analysis of barriers, root causes and strategies.	I acknowledge that I have uploaded the School Equity Goal Data.		school_equity_goals Dec2016

Equitable access to effective educators must be reflected in the Comprehensive School Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness; and strategies to retain teacher and leaders, particularly in high needs schools. Once implemented, these should assist the school in meeting the goals set in the previous section.

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

OR

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

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

Goal 1:

Increase the number of students demonstrating proficient and distinguished results on the KPREP

Measurable Objective 1:

100% of All Students will increase student growth in the ability to communicate learning through writing in Writing by 05/31/2017 as measured by proficient KPREP results in as much as this is a good indicator of students' ability to communicate what they have learned through writing.

Strategy1:

Educator Effectiveness - providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness
Category: Professional Learning & Support
Research Cited: KASC

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
plan and provide professional learning to increase all educators' effectiveness	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei and Instructional Leadership Team

Phase I - The Missing Piece

Introduction

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

Stakeholders

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

CRES Admin, ILT, SBDM,

Relationship Building

Overall Rating: 3.71

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

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

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

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

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

	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.	District and school staff identify family interests, needs and barriers and provides services to ensure academic success.	Distinguished

	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.	Students/family feedback data on school welcoming and engagement efforts is retained in a usable confidential format and can be retrieved for district or school assistance to families.	Distinguished

Communications

Overall Rating: 3.29

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School and district staffs use several strategies to involve community leaders to assist in parent education on issues directly related to student achievement.	Distinguished

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

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

	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: 3.29

	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.	All stakeholders are provided with multiple opportunities to learn about the decision-making process and to participate at all levels including professional learning communities, school council, and its committees.	Distinguished

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

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	Proficient

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council 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

	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 fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

Overall Rating: 3.33

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

	Statement or Question	Response	Rating
5.2	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	District and school staff partners with all parents and advocates to discuss, monitor and share successful strategies for meeting individual learning needs.	Distinguished

	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 collaborates with stakeholders in developing policies and procedures to resolve issues and complaints and to identify needed improvements.	Distinguished

	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 educational advocates, or how to access a trained educational advocate when needed.	Distinguished

	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: 3.17

	Statement or Question	Response	Rating
6.1	Parents have multiple opportunities to learn about and discuss the following: - Kentucky standards and expectations for all students - The school's curriculum, instructional methods, and student services - The school's decision-making process, including opportunities for parents to participate on SBDM councils and committees - Their children's learning and development, along with legal and practical options for helping their children succeed, such 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 exhibits some student work with scoring guide and proficient level work.	Apprentice

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

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

	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.	Distinguished

Community Partnerships

Overall Rating: 2.5

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

	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 rarely invites employers to support adult participation in education.	Novice

	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 maintains a resource directory on some agencies, programs and services that will provide services for students.	Apprentice

Reflection

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

I think the responses are accurate and a good picture of Campbell Ridge.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Relationship Building — 3.71

Communications — 3.29

Decision Making — 3.29

Advocacy — 3.33

Learning Opportunities — 3.17

Community Partnerships — 2.5
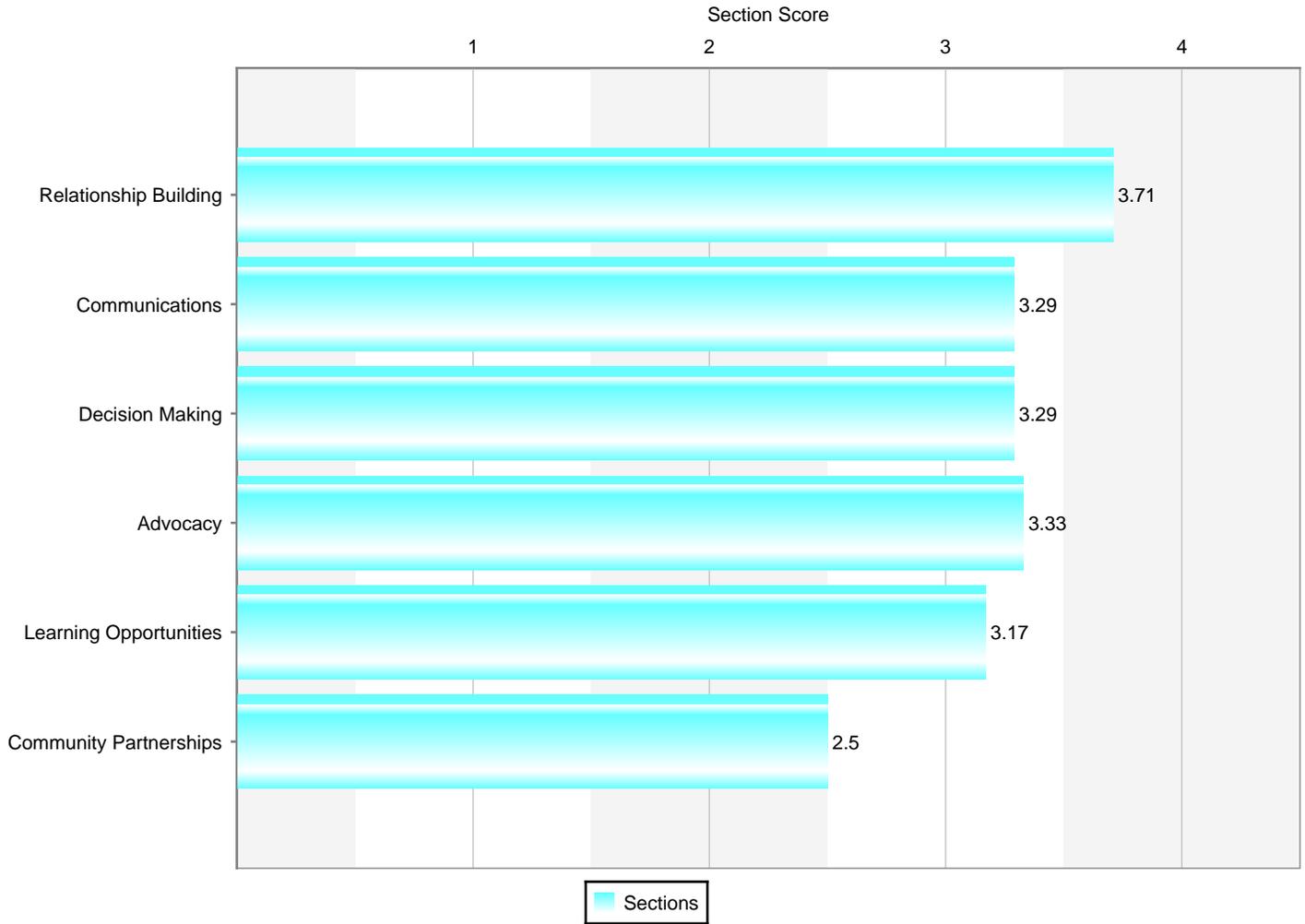
Sections

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.

Parents and teachers were involved in the SIP planning process through their involvement on the CRES SBDM Council, the Instructional Leadership Team, and staff-wide professional development and planning. Meetings were scheduled during and after school hours. Members were selected by virtue of their leadership roles and participation in CRES planning. They were informed of their roles during meetings and prior to meeting.

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

Stakeholder groups including parents and teachers were represented and were responsible for providing feedback and consideration of needs and goals.

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 SIP will be communicated via SBDM minutes, social media, website posts, and direct emails to stakeholders.

Phase I - Needs Assessment

Introduction

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

Data Analysis

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

Subgroups have significant gaps in all subject areas

Novice reduction goals AND Gap targets can be addressed by improving learning for students with disabilities

Writing On Demand and constructed response show small improvements and should continue to have a focus; improved writing corresponds with improved student learning across all subjects

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?

total score of 71.0, reading and math have shown positive growth, language/mechanics is a strength

Opportunities for Improvement

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

novice reduction, achievement gaps for all subgroups in all areas

Conclusion

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

plan professional learning and team collaboration to reduce novice and achievement gaps, increase proficiency

2016-17 SIP Goals & Activities

Overview

Plan Name

2016-17 SIP Goals & Activities

Plan Description

based on 15-16 results

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	Engage parents in their child's learning and academic development.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	$4500
2	Increase the number of students demonstrating proficient and distinguished results on the KPREP	Objectives: 5 Strategies: 7 Activities: 7	Academic	$14000

Goal 1: Engage parents in their child's learning and academic development.

Measurable Objective 1:

collaborate to engage parents in their child's learning by 05/31/2016 as measured by responses on the 2016 TELL KY survey.

Strategy 1:

Parent Engagement - Parents will be invited to take part in evening programs designed in collaboration with Club21, FRC, and PTO addressing topics identified through a needs assessment

Category: Stakeholder Engagement

Activity - Parent Information	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed when their child enters and/or exits a Level 2 or 3 intervention.	Parent Involvement	01/01/2016	12/31/2016	$0	General Fund	Anthony Mazzei

Activity - Academic Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be informed about the academic program at CRES with grade level syllabi, pacing, and assessment information with each trimester report card.	Parent Involvement	01/01/2016	12/31/2016	$2000	General Fund	Anthony Mazzei, Julie Hubbard, Sarah Harmon, Abby Elkus

Activity - New Parents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of new students will receive a welcome packet that includes registration information, grade level specific syllabi, student club/activity information, and a tour of the school.	Parent Involvement	01/01/2016	12/31/2016	$2000	School Council Funds	Anthony Mazzei, Julie Hubbard

Activity - Kindergarten Transition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents of Kdg students will attend an orientation evening to hear information about the Kdg program, the school program, and Brigance results.	Parent Involvement	01/01/2016	12/31/2016	$500	School Council Funds	Anthony Mazzei, Julie Hubbard

Goal 2: Increase the number of students demonstrating proficient and distinguished results on the KPREP

Measurable Objective 1:

63% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) proficient/distinguished in Reading by 05/31/2017 as measured by Reading scores on the 2017 KPREP.

(shared) Strategy 1:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000	General Fund	Mazzei, Turner

(shared) Strategy 2:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep understanding of what

standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei

(shared) Strategy 3:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

(shared) Strategy 4:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take control of their own learning

and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

(shared) Strategy 5:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

Measurable Objective 2:

55% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) 55% proficient/distinguished in Mathematics by 05/31/2017 as measured by 2016-17 KPREP results.

(shared) Strategy 1:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000	General Fund	Mazzei, Turner

(shared) Strategy 2:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep understanding of what

standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei

(shared) Strategy 3:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

(shared) Strategy 4:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take control of their own learning

and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

(shared) Strategy 5:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

Measurable Objective 3:

53% of All Students will demonstrate student proficiency (pass rate) 53% of all students proficient/distinguished in Writing by 05/31/2017 as measured by 2016-17 KPREP results.

(shared) Strategy 1:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000	General Fund	Mazzei, Turner

(shared) Strategy 2:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep understanding of what

standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei

(shared) Strategy 3:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

(shared) Strategy 4:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

(shared) Strategy 5:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, ILT

Measurable Objective 4:

100% of All Students will demonstrate a behavior The basic physical, social, and emotional needs of all students will be met in Practical Living by 05/31/2017 as measured by 2016 Resiliency Poll results.

Strategy 1:

Noncognitive Supports - Noncognitive Supports –Supports for students' basic physical, social, and emotional needs

Category: Persistance to Graduation

Research Cited: KASC

Activity - Noncognitive Supports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Noncognitive Supports –Supports for students' basic physical, social, and emotional needs including attendance, work completion, trauma sensitive schools planning, and guidance and counseling.	Behavioral Support Program	11/21/2016	05/31/2017	$2000	General Fund	Mazzei, Martin, Gorman, Broermann

Measurable Objective 5:

100% of All Students will increase student growth in the ability to communicate learning through writing in Writing by 05/31/2017 as measured by proficient KPREP results in as much as this is a good indicator of students' ability to communicate what they have learned through writing.

Strategy 1:

Educator Effectiveness - providing supports for on-going, job-embedded professional learning to improve teacher and leader effectiveness

Category: Professional Learning & Support

Research Cited: KASC

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
plan and provide professional learning to increase all educators' effectiveness	Professional Learning	11/21/2016	05/31/2017	$2000	General Fund	Mazzei and Instructional Leadership Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
New Parents	Parents of new students will receive a welcome packet that includes registration information, grade level specific syllabi, student club/activity information, and a tour of the school.	Parent Involvement	01/01/2016	12/31/2016	$2000	Anthony Mazzei, Julie Hubbard
Kindergarten Transition	Parents of Kdg students will attend an orientation evening to hear information about the Kdg program, the school program, and Brigance results.	Parent Involvement	01/01/2016	12/31/2016	$500	Anthony Mazzei, Julie Hubbard
				Total	$2500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Proficiency	PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000	Mazzei
Academic Communication	Parents will be informed about the academic program at CRES with grade level syllabi, pacing, and assessment information with each trimester report card.	Parent Involvement	01/01/2016	12/31/2016	$2000	Anthony Mazzei, Julie Hubbard, Sarah Harmon, Abby Elkus
Professional Development	plan and provide professional learning to increase all educators' effectiveness	Professional Learning	11/21/2016	05/31/2017	$2000	Mazzei and Instructional Leadership Team
Parent Information	Parents will be informed when their child enters and/or exits a Level 2 or 3 intervention.	Parent Involvement	01/01/2016	12/31/2016	$0	Anthony Mazzei
Noncognitive Supports	Noncognitive Supports –Supports for students' basic physical, social, and emotional needs including attendance, work completion, trauma sensitive schools planning, and guidance and counseling.	Behavioral Support Program	11/21/2016	05/31/2017	$2000	Mazzei, Martin, Gorman, Broermann
Assessment	PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000	Mazzei, ILT

Monitoring	PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000	Mazzei, ILT
Growth/Metacognition	PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000	Mazzei, ILT
Nov. 2016 Release PD	Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000	Mazzei, Turner
				Total	$16000	

Phase II - KDE Assurances - Schools

Introduction

KDE Assurances - School

Assurances

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

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

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

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

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

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

Comprehensive School Improvement Plan
Campbell Ridge Elementary

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Comprehensive School Improvement Plan

Campbell Ridge Elementary

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

Label	Assurance	Response	Comment	Attachment
Transparency	The current school year Comprehensive School Improvement Plan (CSIP) is available for stakeholders to examine on our school website (provide the website link below).	Yes	http://www.campbellcountyschools.org/school_home.aspx?schoolID=3	

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

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

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

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

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

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

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

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

Phase II - KDE Compliance and Accountability - Schools

Introduction

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

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

Planning and Accountability Requirements

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

Goal 1:

Engage parents in their child's learning and academic development.

Measurable Objective 1:

collaborate to engage parents in their child's learning by 05/31/2016 as measured by responses on the 2016 TELL KY survey.

Strategy1:

Parent Engagement - Parents will be invited to take part in evening programs designed in collaboration with Club21, FRC, and PTO

addressing topics identified through a needs assessment

Category: Stakeholder Engagement

Research Cited:

Activity - Parent Information	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed when their child enters and/or exits a Level 2 or 3 intervention.	Parent Involvement	01/01/2016	12/31/2016	$0 - General Fund	Anthony Mazzei

Activity - Kindergarten Transition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of Kdg students will attend an orientation evening to hear information about the Kdg program, the school program, and Brigance results.	Parent Involvement	01/01/2016	12/31/2016	$500 - School Council Funds	Anthony Mazzei, Julie Hubbard

Activity - New Parents	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents of new students will receive a welcome packet that includes registration information, grade level specific syllabi, student club/activity information, and a tour of the school.	Parent Involvement	01/01/2016	12/31/2016	$2000 - School Council Funds	Anthony Mazzei, Julie Hubbard

Activity - Academic Communication	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents will be informed about the academic program at CRES with grade level syllabi, pacing, and assessment information with each trimester report card.	Parent Involvement	01/01/2016	12/31/2016	$2000 - General Fund	Anthony Mazzei, Julie Hubbard, Sarah Harmon, Abby Elkus

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

Goal 1:

Increase the number of students demonstrating proficient and distinguished results on the KPREP

Measurable Objective 1:

55% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) 55% proficient/distinguished in Mathematics by 05/31/2017 as measured by 2016-17 KPREP results.

Strategy1:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy2:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy4:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy5:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Measurable Objective 2:

63% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) proficient/distinguished in Reading by 05/31/2017 as measured by Reading scores on the 2017 KPREP.

Strategy1:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy2:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take

control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy4:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy5:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep

understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Comprehensive School Improvement Plan

Campbell Ridge Elementary

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Measurable Objective 3:

53% of All Students will demonstrate student proficiency (pass rate) 53% of all students proficient/distinguished in Writing by 05/31/2017 as

measured by 2016-17 KPREP results.

Strategy1:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take

control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy2:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and

transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy4:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep

understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy5:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

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

Goal 1:

Increase the number of students in our preschool program that are Kindergarten ready

Measurable Objective 1:

100% of Pre-K grade students will increase student growth in Kindergarten readiness in Reading by 08/10/2016 as measured by Brigance

results.

Strategy1:

Kdg transition - Kdg. and preschool teachers will collaborate to identify norms for Kdg ready

Category: Continuous Improvement

Research Cited:

Activity - Kdg ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students preparing for Kdg transition will recieve direct instruction on Kdg-ready norms	Academic Support Program	03/01/2016	05/31/2016	$500 - General Fund	A. Mazzei

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

Goal 1:

Increase the number of students in our preschool program that are Kindergarten ready

Measurable Objective 1:

100% of Pre-K grade students will increase student growth in Kindergarten readiness in Reading by 08/10/2016 as measured by Brigance results.

Strategy1:

Kdg transition - Kdg. and preschool teachers will collaborate to identify norms for Kdg ready

Category: Continuous Improvement

Research Cited:

Activity - Kdg ready	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Preschool students preparing for Kdg transition will recieve direct instruction on Kdg-ready norms	Academic Support Program	03/01/2016	05/31/2016	$500 - General Fund	A. Mazzei

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

Goal 1:

Increase the number of students demonstrating proficient and distinguished results on the KPREP

Measurable Objective 1:

63% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) proficient/distinguished in Reading by 05/31/2017 as measured by Reading scores on the 2017 KPREP.

Strategy1:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and

transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy2:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take

control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep

understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy4:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy5:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Measurable Objective 2:

55% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) 55% proficient/distinguished in Mathematics by 05/31/2017 as measured by 2016-17 KPREP results.

Strategy1:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy2:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy4:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy5:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take

control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Measurable Objective 3:

53% of All Students will demonstrate student proficiency (pass rate) 53% of all students proficient/distinguished in Writing by 05/31/2017 as measured by 2016-17 KPREP results.

Strategy1:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy2:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep

understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy3:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and

transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy4:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy5:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take

control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the number of students demonstrating proficient and distinguished results on the KPREP

Measurable Objective 1:

63% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) proficient/distinguished in Reading by 05/31/2017 as measured by Reading scores on the 2017 KPREP.

Strategy1:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy2:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy4:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and

transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy5:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep

understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Measurable Objective 2:

53% of All Students will demonstrate student proficiency (pass rate) 53% of all students proficient/distinguished in Writing by 05/31/2017 as

measured by 2016-17 KPREP results.

Strategy1:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy2:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take

control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy3:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep

understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy4:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and

transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy5:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Measurable Objective 3:

55% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) 55% proficient/distinguished in Mathematics by 05/31/2017 as measured by 2016-17 KPREP results.

Strategy1:

Growth/Metacognition - Growth-Metacognition – standards that enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals

Category: Professional Learning & Support

Research Cited: KASC

Activity - Growth/Metacognition	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to enable students, when provided instruction in specific strategies, to take control of their own learning and monitor progress toward goals	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy2:

Competence - Competence – Standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning

Category: Professional Learning & Support

Research Cited: National Research Council

Activity - Nov. 2016 Release PD	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide initial PD on standards that address meaning-making, conceptual frameworks, and memory organization for retrieval and transfer to new learning	Professional Learning	11/21/2016	11/29/2016	$2000 - General Fund	Mazzei, Turner

Strategy3:

Proficiency - Proficiency – Designing and delivering instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.

Category: Professional Learning & Support

Research Cited: KASC

Comprehensive School Improvement Plan

Campbell Ridge Elementary

Activity - Proficiency	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to design and deliver instruction and assessment that is congruent with standards and represents a deep understanding of what standards proficiency looks like by grade level and content area.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei

Strategy4:

Monitoring - Monitoring – Standards that address processes for monitoring standards, instruction, and student growth.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's collaborate to monitor standards, instruction, and student growth.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

Strategy5:

Assessment - Assessment – Standards that address sound assessment design and use.

Category: Professional Learning & Support

Research Cited: KASC

Activity - Assessment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLC's - collaborate to implement standards that address sound assessment design and use.	Professional Learning	11/21/2016	05/31/2017	$2000 - General Fund	Mazzei, ILT

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the number of distinguished areas in program reviews

Measurable Objective 1:

A 100% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will complete a portfolio or performance increase distinguished areas in all program reviews in Writing by 05/31/2016 as measured by program review results.

Strategy1:

program review evidence collection - Teachers will be provided with specific items for collection to target program review areas that need improvement

Category: Continuous Improvement

Research Cited:

Activity - evidence collection	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review coordinators meet to collaborate on evidence collection and committees provide teachers with specific items for collection	Academic Support Program	01/01/2016	05/31/2016	$500 - General Fund	A. Mazzei, program review chairs

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?

Campbell Ridge Elementary School (CRES) is located in Alexandria, Campbell County, Kentucky. CRES is the home of the Comets and has been open since 2005. We are located in a suburban/rural part of the county right on the line between the suburbs and farms. There are currently 634 students in grades pre-k - 5. CRES serves students that meet the following demographics: 52% receive free or reduced prices on meals, 20% have an IEP to address learning disabilities, 4% qualify for gifted and talented services, and 4% have a minority status. The CRES staff is 100% highly qualified.

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.

Our mission is "to provide a safe, caring environment where everyone is engaged in successful learning." We accomplish this by practicing the following values: respect, shared responsibility, optimism, open communication, and perseverance. We focus on individual strengths and needs, learning styles, and developmental needs to ensure that every student develops into a responsible community member. Campbell Ridge prides itself on its ability to create an environment for students that is reflective of the traditional school while incorporating new technologies, proven instructional programs, and innovative instructional strategies.

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.

Campbell Ridge provides an overall elementary school experience for all students. In addition to our academic program, CRES provides a variety of after school clubs and extracurriculars including sports, arts, and academic offerings. Campbell Ridge makes steady progress each year on the Kentucky state assessment program.

Identified priority needs:

1. 63% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) proficient/distinguished in Reading by 05/31/2017 as measured by Reading scores on the 2017 KPREP.

2. 55% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) 55% proficient/distinguished in Mathematics by 05/31/2017 as measured by 2016-17 KPREP results.

3. 53% of All Students will demonstrate student proficiency (pass rate) 53% of all students proficient/distinguished in Writing by 05/31/2017 as measured by 2016-17 KPREP results.

4. 100% of All Students will demonstrate a behavior the basic physical, social, and emotional needs of all students will be met in Practical Living by 05/31/2017 as measured by 2016 Resiliency Poll results.

Additional Information

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

Campbell Ridge provides an overall elementary school experience for all students. In addition to our academic program, CRES provides a variety of after school clubs and extracurriculars including sports, arts, and academic offerings. Campbell Ridge makes steady progress each year on the Kentucky state assessment program.

Identified priority needs:

1. 63% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) proficient/distinguished in Reading by 05/31/2017 as measured by Reading scores on the 2017 KPREP.

2. 55% of Economically Disadvantaged students will demonstrate student proficiency (pass rate) 55% proficient/distinguished in Mathematics by 05/31/2017 as measured by 2016-17 KPREP results.

3. 53% of All Students will demonstrate student proficiency (pass rate) 53% of all students proficient/distinguished in Writing by 05/31/2017 as measured by 2016-17 KPREP results.

4. 100% of All Students will demonstrate a behavior the basic physical, social, and emotional needs of all students will be met in Practical Living by 05/31/2017 as measured by 2016 Resiliency Poll results.