



KDE Comprehensive School Improvement Plan

**Cedar Grove Elementary
Bullitt County**

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Introduction

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

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Cedar Grove Elementary is a community school with well-established neighborhoods and businesses within the school's district. Our student population lingers around 420 students in PreK through 5th grade and reflects a mostly blue-collar workforce with some professional families enrolled as well. Approximately 98% of our students are Caucasian and speak English only. Our faculty consists of teachers dedicated to the school with many who have spent the majority (if not all) of their career teaching at CGES. Family and community involvement is key to the small town culture of our school. WatchDOGS volunteer in our school on a near daily basis and parent/family volunteers provide countless hours assisting in our classrooms and with projects for our students. Cedar Grove is located in the heart of the Cedar Grove industrial area with such businesses as Amazon, GFS, Best Buy, and Zappos neighboring our school.

School's Purpose

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

Cedar Grove's mission statement is to provide a safe, child-centered environment with unity among school, families, and community as we strive to instill academic achievement, strong character development, and life-long learning. Our purpose is to ensure that each child is provided with a quality education by educating the whole child. To ensure this is done, our students are eligible to participate in such activities as STLP, drama club, archery, track, photography club, academic team, choir, ORFF, and Beta Club. Our vision statement is Creating Greatness in Every Student.

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.

Notable achievements:

- KPrep - Spring 2015 - Needs Improvement (High level of novice reduction in all content areas except reading)
- High level of KPREP achievement scores in all content areas
- ~ KPrep - Spring 2014 - Proficient/Progressing
- ~ KPrep - Spring 2013 - Needs Improvement
- ~ KPrep - Spring 2012 - Proficient
- ~ Successful KCID implementation
- Academic Team Quick Recall District and Region Champs 2015
- ~ Academic Team District Champion 2014
- Placed 8th in the World in Archery 2015
- ~ Multiple championships for archery (including a trip to the World Competition)
- Participated in the Regional and State Competitions in STLP 2015 and 2016

Areas for Improvement:

- ~ Continue to improve writing instruction K-5 (2015 ODW scores increased from 2014)
- ~ 100% of all 3rd graders reading on grade level
- ~ Continuously review all content areas for specific opportunities for improvement
- Instructional Coach is already making strides in working with our teachers on improving small math group instruction and small reading group instruction.

Additional Information

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

Cedar Grove strives to provide students with the highest quality education possible to ensure that our students are life-long learners who have the foundation necessary to become valuable members of our society. We are honored to have been selected to receive multiple grants from The Bullitt County Foundation of Excellence. Our Family Resource Center provides a bridge to our families and the community by providing programs and activities that help encourage the family and community to get involved with the school. We strive to communicate important and interesting information to our families and community through a variety of media. Our school supports a variety of charities by promoting awareness and raising funds for them throughout the school year. Some of the charities that we have supported are Kelly Autism Awareness, Active Heroes Organization, Juvenile Arthritis, Juvenile Diabetes, and Relay for Life. We are now working closely with our College and Career Readiness District Director to help our students at 4th and 5th grade learn more about the programs they can possibly be a part of once they leave Cedar Grove for middle school and beyond. Our 5th grade students took an informational field trip to our district's Discovery School, ATC, BAMS, and College and Career Center at Bullitt Central High School.

Cedar Grove Elementary School

Overview

Plan Name

Cedar Grove Elementary School

Plan Description

Comprehensive School Improvement Plan

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	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$1000
2	Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
3	Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$500

Goal 1: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 39.8 to 45.8. by 06/01/2013 as measured by K-Prep.

Strategy 1:

Response to Intervention - Our intervention team, made up of two certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on a triangulation of data including MAP, DRAs, common assessments, etc. Students in Rtl are monitored weekly through oral reading fluency and math calculation probes. Classroom teachers meet in Rtl/PLCs with the interventionists and the Rtl Coordinator each month to discuss changes to individual student's interventions and monitor overall progress.

Category:

Activity - Rtl Block Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing.	Academic Support Program	09/03/2012	12/20/2013	\$0	No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator

Activity - Rtl/PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules.	Academic Support Program	08/08/2012	12/20/2013	\$0	No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist

Activity - Scientifically Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

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Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds.	Academic Support Program	08/08/2012	12/20/2013	\$1000	Title I Schoolwide	Interventionists
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Goal 2: Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 57.2 to 61.5. by 06/01/2013 as measured by K-Prep.

(shared) Strategy 1:

Literacy Initiative - Our classroom teachers dedicate 90-120 minutes to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

Category:

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking.	Direct Instruction	08/08/2012	12/20/2013	\$0	No Funding Required	PEBC trained teachers, instructional coach, administrator, and teachers

Activity - Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning.	Academic Support Program	08/08/2012	12/20/2013	\$0	No Funding Required	Classroom teachers

Strategy 2:

Math Initiative - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Category:

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level.	Academic Support Program	08/08/2012	12/20/2013	\$0	No Funding Required	Classroom teachers
Activity - Core Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the Go Math program as the core instructional resource. They will also supplement with other resources to ensure all gaps between Go Math and Common Core are addressed.	Direct Instruction	08/08/2012	12/20/2013	\$0	No Funding Required	Classroom teachers, instructional coach, administrator
Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to visit the math lab 1-2 times per week during their special area schedule. The math lab will give them additional instruction in the area of math based on what is being taught in the classroom.	Academic Support Program	08/08/2012	12/20/2013	\$0	No Funding Required	Math lab teacher

Goal 3: Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.

Measurable Objective 1:

collaborate to increase family and community involvement in our school by 12/20/2013 as measured by volunteer/participation sign-in sheets.

Strategy 1:

FRC/CGE Faculty & Staff - The FRC and faculty and staff will assist with increasing family/community involvement by providing support for families and the community.

Category:

Activity - College/Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities.	Community Engagement	01/17/2013	12/20/2013	\$0	Other	Family Resource Center Coordinator, administrator
Activity - Career Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Cedar Grove Elementary

The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc.	Career Preparation/Orientation	08/08/2012	12/20/2013	\$0	Other	FRC Coordinator, administrator, classroom teachers
Activity - WatchD.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students.	Parent Involvement	09/04/2012	12/20/2013	\$0	No Funding Required	Family Resource Coordinator, administrator, counselor
Activity - Parent/Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE.	Community Engagement	08/08/2012	06/01/2013	\$500	Title I Schoolwide	Classroom teachers, staff members, administrator, FRC

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Awareness	The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc.	Career Preparation/Orientation	08/08/2012	12/20/2013	\$0	FRC Coordinator, administrator, classroom teachers
College/Career Fair	Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities.	Community Engagement	01/17/2013	12/20/2013	\$0	Family Resource Center Coordinator, administrator
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Thinking Strategies	Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking.	Direct Instruction	08/08/2012	12/20/2013	\$0	PEBC trained teachers, instructional coach, administrator, and teachers
Core Math Instruction	Teachers will utilize the Go Math program as the core instructional resource. They will also supplement with other resources to ensure all gaps between Go Math and Common Core are addressed.	Direct Instruction	08/08/2012	12/20/2013	\$0	Classroom teachers, instructional coach, administrator
Rtl/PLCs	Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules.	Academic Support Program	08/08/2012	12/20/2013	\$0	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Math Automaticity	As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level.	Academic Support Program	08/08/2012	12/20/2013	\$0	Classroom teachers
WatchD.O.G.S.	The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students.	Parent Involvement	09/04/2012	12/20/2013	\$0	Family Resource Coordinator, administrator, counselor
Rtl Block Schedule	Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing.	Academic Support Program	09/03/2012	12/20/2013	\$0	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator
Math Lab	Students will have the opportunity to visit the math lab 1-2 times per week during their special area schedule. The math lab will give them additional instruction in the area of math based on what is being taught in the classroom.	Academic Support Program	08/08/2012	12/20/2013	\$0	Math lab teacher
Workshop Model	Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning.	Academic Support Program	08/08/2012	12/20/2013	\$0	Classroom teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Scientifically Based Interventions	Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds.	Academic Support Program	08/08/2012	12/20/2013	\$1000	Interventionists
Parent/Family Nights	Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE.	Community Engagement	08/08/2012	06/01/2013	\$500	Classroom teachers, staff members, administrator, FRC
Total					\$1500	

CSIP w/SWP Goals

Overview

Plan Name

CSIP w/SWP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary students from 49.8% to 72.1% in 2017.	Objectives: 1 Strategies: 2 Activities: 5	Organizational	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2013 to 67.0% in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$48100
3	Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.	Objectives: 5 Strategies: 8 Activities: 12	Organizational	\$600

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 49.8% to 72.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 61.5 to 65.8. by 06/01/2014 as measured by K-Prep.

(shared) Strategy 1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

Second and third grade classes have purchased Journeys to use as their core reading program. Kindergarten and first grade classes will continue to use Rigby and fourth and fifth will use authentic text while teaching the core standards for ELA.

Category:

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/07/2013	06/01/2014	\$0	No Funding Required	PEBC trained teachers, instructional coach, administrator, and teachers

Activity - Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/07/2013	06/01/2014	\$0	No Funding Required	Classroom teachers

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in intentional instruction on close reading strategies in 2-5 grades. This will build student understanding of text, improve vocabulary skills, and empower readers as they learn to cite evidence found in text.	Direct Instruction	10/01/2013	06/01/2014	\$0	No Funding Required	Classroom teachers, instructional coach

Strategy 2:

Core Math - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Category:

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/07/2013	06/01/2014	\$0	No Funding Required	Classroom teachers

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have the opportunity to visit the math lab 1-2 times per week during their special area schedule. The math lab will give them additional instruction in the area of math based on what is being taught in the classroom. (SWP 1, 2, 3, 9)	Academic Support Program	08/07/2013	06/01/2014	\$0	No Funding Required	Math lab teacher

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 40.5% in 2013 to 67.0% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 45.8 to 51.8. by 06/01/2014 as measured by K-Prep.

Strategy 1:

Response to Intervention - Our intervention team, made up of two certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on a triangulation of data including MAP, DRAs, common assessments, etc. Students in Rtl are monitored weekly through oral reading fluency and math calculation probes. Classroom teachers meet in Rtl/PLCs with the interventionists and the Rtl Coordinator each month to discuss changes to individual student's interventions and monitor overall progress.

Category:

Activity - Rtl Block Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/07/2013	06/01/2014	\$0	No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator
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Activity - Rtl/PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/08/2012	12/20/2013	\$0	No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist

Activity - Scientifically Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/07/2013	06/01/2014	\$1000	Title I Schoolwide	Interventionists

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading.	Academic Support Program	09/09/2013	06/01/2014	\$47100	Grant Funds	RR intervention teacher

Goal 3: Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.

Measurable Objective 1:

collaborate to increase family and community involvement in our school by 06/01/2014 as measured by volunteer/participation sign-in sheets.

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Strategy 1:

FRC/CGE Faculty & Staff - The FRC and faculty and staff will assist with increasing family/community involvement by providing support for families and the community.

Category:

Activity - College/Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities. (SWP 2, 3, 6, 9, 10)	Community Engagement	08/07/2013	06/01/2014	\$0	Other	Family Resource Center Coordinator, administrator

Activity - Career Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc. (SWP 2, 6, 9, 10)	Career Preparation/Orientation	08/07/2013	06/01/2014	\$0	Other	FRC Coordinator, administrator, classroom teachers

Activity - WatchD.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students. (SWP 6, 10)	Parent Involvement	08/07/2013	06/01/2014	\$0	No Funding Required	Family Resource Coordinator, administrator, counselor

Activity - Parent/Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/07/2013	06/01/2014	\$500	Title I Schoolwide	Classroom teachers, staff members, administrator, FRC

Activity - Step Up Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in K-4th grade participate in a Step Up Day on the last day of school so they have the opportunity to meet the teacher they have been assigned to for the next school year. The teacher has time to welcome them and begin setting expectations for his/her classroom. Our preschool students do this with our kindergarten teachers prior to the last day for preschool. (SWP 7)	Other	05/01/2014	06/01/2014	\$0	No Funding Required	Classroom teachers, school staff, administration

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Measurable Objective 2:

collaborate to ensure that the use of time is used efficiently by all members of the school community. by 03/01/2015 as measured by TELL survey results.

Strategy 1:

Class Sizes - Every effort will be made to keep class sizes at or below the state mandated cap size. In the event that class sizes must exceed this cap, SBDM will be consulted and approval must be granted through a vote.

Category:

Activity - Additional Assistance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additional assistance will be provided to any class sizes above the traditional cap size through trained volunteers, instructional assistants, or additional attention through focus grades by the leadership team.	Community Engagement	08/07/2013	07/01/2014	\$0	No Funding Required	Classroom teachers, instructional assistants, school leadership team (principal, counselor, instructional coach)

Measurable Objective 3:

collaborate to ensure that teachers are allowed sufficient time to focus on educating student with minimal interruptions by 03/01/2015 as measured by results of the 2015 TELL survey.

Strategy 1:

Minimal Interruptions - Efforts will be made to protect the instructional day as scheduled. In the event of necessary interruptions, advanced notice will be provided with a rationale for the purpose of the interruption.

Category:

Activity - SBDM Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will review the school's policy regarding interruptions to the instructional day. Revisions will be made to the policy to require protection of instructional time.	Policy and Process	08/07/2013	07/01/2014	\$0	No Funding Required	SBDM council, principal

Strategy 2:

Routine Paperwork - Efforts will be made by the leadership team to minimize the amount of routine paperwork teachers are required to complete. This should provide additional time for the faculty to attend to curriculum, instruction, and/or assessment needs.

Category:

Activity - Required Documents	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

It will only be necessary for teachers to complete documents that are required by central office leadership and/or law. Additional documentation will be done through the use of technology and/or will be made optional.	Other	08/07/2013	07/01/2014	\$0	No Funding Required	Teachers, leadership team (principal, counselor, instructional coach)
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Strategy 3:

Non-instructional duties - Teachers will be required to tend to non-instructional duties as minimally as possible. They will be assigned these duties on a rotational basis.

Category:

Activity - Duties	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be assigned non-istructional duties as minimally as possible. A rotation schedule will be developed and teachers will be provided that schedule at the beginning of the school year. Teachers will be responsible for finding coverage for their duty if they are not able to attend.	Recruitment and Retention	08/07/2013	06/30/2014	\$0	No Funding Required	Certified staff, principal

Measurable Objective 4:

collaborate to ensure that all students are prepared for kindergarten. by 12/31/2014 as measured by Brigance Screener.

Strategy 1:

Screening - Classroom teachers will screen all kindergarten students using the Brigance screener. The information from this screener will be used to determine individual student's readiness for kindergarten.

Category:

Activity - Brigance	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the information gleaned from the Brigance screener to determine where each student is in regards to kindergarten readiness. This information will then be used to develop differentiated lessons for students to improve their basic skills.	Academic Support Program	12/01/2013	12/31/2014	\$0	No Funding Required	Kindergarten teachers, instructional assistants, instructional coach

Strategy 2:

Kindergarten Registration - Parents will have the opportunity to pre-register their child for kindergarten each March.

Category:

Activity - Kindergarten Readiness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

During pre-registration for kindergarten students, children will be given a brief screening assessment to determine initial readiness. Following this screening, parents will be conferenced with a certified teacher on ways they can help ensure their child is well prepared for kindergarten in the fall.	Parent Involvement	12/01/2013	12/31/2014	\$100	General Fund	Certified teachers, leadership team (principal, counselor, instructional coach)
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Measurable Objective 5:

demonstrate a proficiency in identifying specific strategies to increase the percentage of distinguished programs in the arts and humanities, PL/CS and writing. by 06/01/2014 as measured by End-of-year results for arts & humanities, practical living/career studies, and writing program reviews..

Strategy 1:

Program Review PLCs - Professional Learning Communities have been developed to meet on a monthly basis. These meetings are to discuss specific areas of the program review guidelines and to develop a plan to ensure proficiency in each area. Our goal is to be at least proficient in all areas and to improve the number of distinguished categories by 20% in each area.

Category:

Activity - Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work in PLCs to determine specific needs in the program review areas that need to be improved. Evidence will be collected based on what is identified.	Other	08/07/2013	06/01/2014	\$0	No Funding Required	Teachers, school leadership team (principal, counselor, instructional coach)

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Awareness	The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc. (SWP 2, 6, 9, 10)	Career Preparation/Orientation	08/07/2013	06/01/2014	\$0	FRC Coordinator, administrator, classroom teachers
College/Career Fair	Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities. (SWP 2, 3, 6, 9, 10)	Community Engagement	08/07/2013	06/01/2014	\$0	Family Resource Center Coordinator, administrator
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Kindergarten Readiness	During pre-registration for kindergarten students, children will be given a brief screening assessment to determine initial readiness. Following this screening, parents will be conferenced with a certified teacher on ways they can help ensure their child is well prepared for kindergarten in the fall.	Parent Involvement	12/01/2013	12/31/2014	\$100	Certified teachers, leadership team (principal, counselor, instructional coach)
Total					\$100	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Automaticity	As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/07/2013	06/01/2014	\$0	Classroom teachers

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Close Reading	Students will participate in intentional instruction on close reading strategies in 2-5 grades. This will build student understanding of text, improve vocabulary skills, and empower readers as they learn to cite evidence found in text.	Direct Instruction	10/01/2013	06/01/2014	\$0	Classroom teachers, instructional coach
Brigance	Teachers will utilize the information gleaned from the Brigance screener to determine where each student is in regards to kindergarten readiness. This information will then be used to develop differentiated lessons for students to improve their basic skills.	Academic Support Program	12/01/2013	12/31/2014	\$0	Kindergarten teachers, instructional assistants, instructional coach
Math Lab	Students will have the opportunity to visit the math lab 1-2 times per week during their special area schedule. The math lab will give them additional instruction in the area of math based on what is being taught in the classroom. (SWP 1, 2, 3, 9)	Academic Support Program	08/07/2013	06/01/2014	\$0	Math lab teacher
Additional Assistance	Additional assistance will be provided to any class sizes above the traditional cap size through trained volunteers, instructional assistants, or additional attention through focus grades by the leadership team.	Community Engagement	08/07/2013	07/01/2014	\$0	Classroom teachers, instructional assistants, school leadership team (principal, counselor, instructional coach)
Step Up Day	Students in K-4th grade participate in a Step Up Day on the last day of school so they have the opportunity to meet the teacher they have been assigned to for the next school year. The teacher has time to welcome them and begin setting expectations for his/her classroom. Our preschool students do this with our kindergarten teachers prior to the last day for preschool. (SWP 7)	Other	05/01/2014	06/01/2014	\$0	Classroom teachers, school staff, administration
Monitoring	Teachers will work in PLCs to determine specific needs in the program review areas that need to be improved. Evidence will be collected based on what is identified.	Other	08/07/2013	06/01/2014	\$0	Teachers, school leadership team (principal, counselor, instructional coach)
Required Documents	It will only be necessary for teachers to complete documents that are required by central office leadership and/or law. Additional documentation will be done through the use of technology and/or will be made optional.	Other	08/07/2013	07/01/2014	\$0	Teachers, leadership team (principal, counselor, instructional coach)

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Rtl Block Schedule	Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/07/2013	06/01/2014	\$0	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator
Workshop Model	Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/07/2013	06/01/2014	\$0	Classroom teachers
WatchD.O.G.S.	The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students. (SWP 6, 10)	Parent Involvement	08/07/2013	06/01/2014	\$0	Family Resource Coordinator, administrator, counselor
Rtl/PLCs	Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/08/2012	12/20/2013	\$0	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist
SBDM Review	The SBDM will review the school's policy regarding interruptions to the instructional day. Revisions will be made to the policy to require protection of instructional time.	Policy and Process	08/07/2013	07/01/2014	\$0	SBDM council, principal
Thinking Strategies	Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/07/2013	06/01/2014	\$0	PEBC trained teachers, instructional coach, administrator, and teachers
Duties	Teachers will be assigned non-instructional duties as minimally as possible. A rotation schedule will be developed and teachers will be provided that schedule at the beginning of the school year. Teachers will be responsible for finding coverage for their duty if they are not able to attend.	Recruitment and Retention	08/07/2013	06/30/2014	\$0	Certified staff, principal

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Total \$0

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent/Family Nights	Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/07/2013	06/01/2014	\$500	Classroom teachers, staff members, administrator, FRC
Scientifically Based Interventions	Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/07/2013	06/01/2014	\$1000	Interventionists
Total					\$1500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading.	Academic Support Program	09/09/2013	06/01/2014	\$47100	RR intervention teacher
Total					\$47100	

Plan for Closing the Achievement Gap

Overview

Plan Name

Plan for Closing the Achievement Gap

Plan Description

This is our plan at Cedar Grove Elementary to help close the Achievement Gap between our different populations of students.

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	Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.	Objectives: 3 Strategies: 3 Activities: 8	Organizational	\$0
2	Teachers and Administration at Cedar Grove Elementary will implement change to close the Achievement Gap.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$6300

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

(shared) Strategy 1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0	No Funding Required	Principal, Instructional Coach and Teachers.

Activity - Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.((SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0	No Funding Required	Classroom teachers, Instructional Coach and Principal

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0	No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.
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Strategy 2:

Core Math - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Our teachers will also be working with our instructional coach, Mrs. Carrie Gary, who is an expert in the field of math through her training and use of the Math Recovery techniques and other research based strategies. Mrs. Garry will also be working with teachers to help them implement more focused math group within their classroom instruction and ways to integrate manipulatives more effectively in their instruction.

Category: Continuous Improvement

Activity - Math Instructional Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mrs. Gary, our instructional coach, will work with more teachers this year to implement math instructional groups during math instruction.	Academic Support Program	09/28/2015	06/06/2016	\$0	No Funding Required	Instructional Coach Principal Selected Teachers

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0	No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers

Activity - Implement Small Math Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our instructional coach has been working closely with primary teachers to implement focused small math groups and centers to help our primary students learn and retain the basic skills of math.	Academic Support Program	10/12/2015	06/03/2016	\$0	No Funding Required	Andy Moberly, Principal Carrie Gary, Instructional Coach

(shared) Strategy 3:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0	No Funding Required	5th grade teachers, principal, instructional coach

Activity - Writing Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0	No Funding Required	Writing committee members, instructional coach, principal

Measurable Objective 2:

collaborate to improve writing instruction from K-5 by 12/31/2015 as measured by analysis of student work during PLCs, improved student performance in the classroom, and KPrep ODW scores..

(shared) Strategy 1:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0	No Funding Required	5th grade teachers, principal, instructional coach

Activity - Writing Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0	No Funding Required	Writing committee members, instructional coach, principal
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Measurable Objective 3:

collaborate to increase the overall reading and math for Cedar Grove Elementary from 63.6 to 78.6 by 12/31/2015 as measured by K-Prep.

(shared) Strategy 1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0	No Funding Required	Principal, Instructional Coach and Teachers.

Activity - Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0	No Funding Required	Classroom teachers, Instructional Coach and Principal

Activity - Questioning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0	No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.
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Goal 2: Teachers and Administration at Cedar Grove Elementary will implement change to close the Achievement Gap.

Measurable Objective 1:

50% of All Students will increase student growth in the basic facts of math in order to learn and do more difficult concepts. in Mathematics by 06/03/2016 as measured by MAP scores and SPAGS data.

Strategy 1:

Increased Student Engagement - Students will work in small math learning groups and learning centers - mainly in primary. Students will also be using the Dream Box math program to specifically meet the students needs and problem areas.

Category: Continuous Improvement

Research Cited: MAP Data and SPAGS data

Activity - Monitoring Math Groups and Dream Box Math Use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our teachers will be trained on using Dream Box math program on January 4th in order to start having students use this program upon their return from school on January 5th.	Academic Support Program	01/05/2016	06/03/2016	\$6300	Text Books	Andy Moberly, Principal Carrie Gary, Instructional Coach Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implement Small Math Groups	Our instructional coach has been working closely with primary teachers to implement focused small math groups and centers to help our primary students learn and retain the basic skills of math.	Academic Support Program	10/12/2015	06/03/2016	\$0	Andy Moberly, Principal Carrie Gary, Instructional Coach
Writing Committee	The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0	Writing committee members, instructional coach, principal
Workshop Model	Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher. (SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0	Classroom teachers, Instructional Coach and Principal
Thinking Strategies	Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher. (SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0	Principal, Instructional Coach and Teachers.
Math Instructional Groups	Mrs. Gary, our instructional coach, will work with more teachers this year to implement math instructional groups during math instruction.	Academic Support Program	09/28/2015	06/06/2016	\$0	Instructional Coach Principal Selected Teachers

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Questioning	Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0	Principal, Instructional Coach, Guidance Counselor and Teachers
Implementation	5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0	5th grade teachers, principal, instructional coach
Questioning	Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0	Principal, Instructional Coach, Guidance Counselor and Teachers.
Total					\$0	

Text Books

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring Math Groups and Dream Box Math Use	Our teachers will be trained on using Dream Box math program on January 4th in order to start having students use this program upon their return from school on January 5th.	Academic Support Program	01/05/2016	06/03/2016	\$6300	Andy Moberly, Principal Carrie Gary, Instructional Coach Teachers
Total					\$6300	

CGE CSIP 2014-15

Overview

Plan Name

CGE CSIP 2014-15

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and math K-Prep scores for elementary students from 63.6% to 78.6% in 2017.	Objectives: 2 Strategies: 3 Activities: 7	Organizational	\$0
2	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.8% in 2014 to 69.9% in 2017.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$48100
3	Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$500
4	Cedar Grove Elementary will enhance teacher development through the use of the Teacher Professional Growth Evaluation System	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 63.6% to 78.6% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

(shared) Strategy 1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Category: Continuous Improvement

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/06/2014	06/30/2015	\$0	No Funding Required	PEBC trained teachers, instructional coach, administrator, and teachers
Activity - Workshop Model	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0	No Funding Required	Classroom teachers
Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in intentional instruction on close reading strategies in 2-5 grades. This will build student understanding of text, improve vocabulary skills, and empower readers as they learn to cite evidence found in text. (SWP 1, 2, 4, 9)	Direct Instruction	08/06/2014	06/30/2015	\$0	No Funding Required	Classroom teachers, instructional coach

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Strategy 2:

Core Math - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Category: Continuous Improvement

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0	No Funding Required	Classroom teachers

Measurable Objective 2:

collaborate to improve writing instruction from K-5 by 12/31/2015 as measured by analysis of student work during PLCs, improved student performance in the classroom, and KPrep ODW scores..

(shared) Strategy 1:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

Category: Professional Learning & Support

Activity - Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. This assessment was administered and teachers found that students performed well below expectations. The 5th grade teachers then presented this information to the rest of the faculty at a faculty meeting so that all teachers would be aware of the level of writing our beginning of the year 5th graders produced. These teachers also provided additional information regarding how each grade level could assist in ensuring that our students were receiving the quality of writing instruction necessary to move from one grade level to the next.	Professional Learning	08/06/2014	12/31/2015	\$0	No Funding Required	5th grade teachers, faculty, principal, instructional coach

Activity - Content Experts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Additionally, content experts from OVEC visited CGE to observe and discuss ODW instruction with classroom teachers and ways they might improve their overall instruction.	Professional Learning	09/02/2014	12/31/2015	\$0	No Funding Required	Teachers, principal, instructional coach

Activity - Writing Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples.	Policy and Process	08/06/2014	12/31/2015	\$0	No Funding Required	Writing committee members, instructional coach, principal

Goal 2: Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 51.8% in 2014 to 69.9% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 51.8% to 57.9%. by 10/01/2015 as measured by K-Prep.

Strategy 1:

Response to Intervention - Our intervention team, made up of two certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on a triangulation of data including MAP, DRAs, common assessments, etc. Students in Rtl are monitored weekly through oral reading fluency, math calculation or computation probes, or correct word sequence probes. Classroom teachers meet in Rtl/PLCs with the interventionists and the Rtl Coordinator each month to discuss changes to individual student's interventions and monitor overall progress.

Category: Continuous Improvement

Activity - Rtl Block Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$0	No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator

Activity - Rtl/PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/06/2014	12/31/2015	\$0	No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist

Activity - Scientifically Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$1000	Title I Schoolwide	Interventionists
Activity - Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading. (SWP 3, 4)	Academic Support Program	08/06/2014	06/30/2015	\$47100	Grant Funds	RR intervention teacher

Goal 3: Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.

Measurable Objective 1:

collaborate to increase family and community involvement in our school by 06/30/2015 as measured by volunteer/participation sign-in sheets.

Strategy 1:

FRC/CGE Faculty & Staff - The FRC and faculty and staff will assist with increasing family/community involvement by providing support for families and the community.

Category: Stakeholder Engagement

Activity - College/Career Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities. (SWP 2, 3, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$0	Other	Family Resource Center Coordinator, administrator
Activity - Career Awareness	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc. (SWP 2, 6, 9, 10)	Career Preparation/Orientation	08/06/2014	06/30/2015	\$0	Other	FRC Coordinator, administrator, classroom teachers
Activity - WatchD.O.G.S.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students. (SWP 6, 10)	Parent Involvement	08/06/2014	12/31/2015	\$0	No Funding Required	Family Resource Coordinator, administrator, counselor
Activity - Parent/Family Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$500	Title I Schoolwide	Classroom teachers, staff members, administrator, FRC

Goal 4: Cedar Grove Elementary will enhance teacher development through the use of the Teacher Professional Growth Evaluation System

Measurable Objective 1:

collaborate to ensure peer observers were scheduled to observe their colleagues by 12/31/2015 as measured by the KY Framework for Teaching.

Strategy 1:

Teacher Professional Growth Evaluation System reflective cycles - Teachers will utilize the reflective cycles to observe colleagues and provide feedback.

Category: Teacher PGES

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be partnered with at least one other teacher to conduct observations of instruction. They will then provide a summary of what was observed.	Other	10/01/2014	12/31/2015	\$0	No Funding Required	Classroom teachers, administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Career Awareness	The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc. (SWP 2, 6, 9, 10)	Career Preparation/Orientation	08/06/2014	06/30/2015	\$0	FRC Coordinator, administrator, classroom teachers
College/Career Fair	Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities. (SWP 2, 3, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$0	Family Resource Center Coordinator, administrator
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Peer Observations	Teachers will be partnered with at least one other teacher to conduct observations of instruction. They will then provide a summary of what was observed.	Other	10/01/2014	12/31/2015	\$0	Classroom teachers, administrator
RtI Block Schedule	Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$0	Classroom teachers, interventionists, RtI coordinator/instructional coach, administrator
WatchD.O.G.S.	The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students. (SWP 6, 10)	Parent Involvement	08/06/2014	12/31/2015	\$0	Family Resource Coordinator, administrator, counselor

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Content Experts	Additionally, content experts from OVEC visited CGE to observe and discuss ODW instruction with classroom teachers and ways they might improve their overall instruction.	Professional Learning	09/02/2014	12/31/2015	\$0	Teachers, principal, instructional coach
Awareness	5th grade teachers developed an ODW pre-assessment at the beginning of the school year. This assessment was administered and teachers found that students performed well below expectations. The 5th grade teachers then presented this information to the rest of the faculty at a faculty meeting so that all teachers would be aware of the level of writing our beginning of the year 5th graders produced. These teachers also provided additional information regarding how each grade level could assist in ensuring that our students were receiving the quality of writing instruction necessary to move from one grade level to the next.	Professional Learning	08/06/2014	12/31/2015	\$0	5th grade teachers, faculty, principal, instructional coach
Close Reading	Students will participate in intentional instruction on close reading strategies in 2-5 grades. This will build student understanding of text, improve vocabulary skills, and empower readers as they learn to cite evidence found in text. (SWP 1, 2, 4, 9)	Direct Instruction	08/06/2014	06/30/2015	\$0	Classroom teachers, instructional coach
Math Automaticity	As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0	Classroom teachers
Writing Committee	The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples.	Policy and Process	08/06/2014	12/31/2015	\$0	Writing committee members, instructional coach, principal
Rtl/PLCs	Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/06/2014	12/31/2015	\$0	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist
Thinking Strategies	Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/06/2014	06/30/2015	\$0	PEBC trained teachers, instructional coach, administrator, and teachers

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Workshop Model	Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. (SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0	Classroom teachers
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent/Family Nights	Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$500	Classroom teachers, staff members, administrator, FRC
Scientifically Based Interventions	Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$1000	Interventionists
Total					\$1500	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Recovery	One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading. (SWP 3, 4)	Academic Support Program	08/06/2014	06/30/2015	\$47100	RR intervention teacher
Total					\$47100	

KDE Needs Assessment

Introduction

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

Data Analysis

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

We use a combination of data sources at Cedar Grove Elementary. Our school gives the MAP assessment three times per year to our K-5 students. Teachers then analyze that data based on gap and non-gap groups following each testing window to determine level of mastery, deficiencies in instruction, and individual student needs. We also use data from DRA Reading assessments, RTI SPAG data in reading, writing and math to determine if our students are making progress and growth in these content areas. We also use the data reported from KPrep to review curriculum and instruction in the areas of weakness and evaluate our overall core programs. This data is also very helpful when identifying students who did or did not make the adequate yearly growth.

At the beginning of the 2016 calendar year (spring semester of 2015-16), our school will be implementing a new RTI/Enrichment Plan that will be called our Growth Plan. We have restructured our RTI team in order for the certified and classified members of the RTI team to now work more closely in classrooms and with the grade level teachers. This will allow the classroom teacher to have more instructional assistance to work with all students to help with their academic progress and growth.

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?

Cedar Grove had a great deal to celebrate based on the results of the 2015 KPrep.

~We had a high percentage in our Achievement Score

~Our novice reduction percentages improved in all content areas except 1

~Program Reviews continued at 100 and all areas scored a proficient

~Overall NAPD calculation in reading, mathematics, science, social studies, and language mechanics were higher than district and state results

~Earned bonus points in most areas.

~Gap scores improved

Our teachers continue to use the Go Math program for our core math instruction and we have recently completed our purchase of Journeys or K-5 as our core reading program. Both of these resources have proven to provide our students with the knowledge necessary to master standards at an acceptable level. Our new instructional coach is working closely with our primary grades on improving our math instruction and reading instruction through more focused small group math and reading instruction.

2014-15 was the year of the STEM lab for CGES. We are now in our 2nd year of the STEM lab and revamped special area schedule to ensure students can attend STEM lab for five consecutive days and utilizing materials from Engineering is Elementary (EIE), our STEM teacher has been able to engage student in learning about science, technology, engineering, and math.

Because of the adjustment in the special area schedule, our remaining three special area teachers multiple blocks of time in their weekly schedules where they can collaborate with classroom teachers, assist in grade level projects, and/or focus on making improvements to our various Program Review areas.

At the beginning of the 2016 calendar year (spring semester of 2015-16), our school will be implementing at new RTI/Enrichment Plan that will be called our Growth Plan. We have restructured our RTI team in order for the certified and classified members of the RTI team to now work more closely in classrooms and with the grade level teachers. This will allow the classroom teacher to have more instructional assistance to work with all students to help with their academic progress and growth.

Opportunities for Improvement

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

At the beginning of the 2016 calendar year (spring semester of 2015-16), our school will be implementing a new RTI/Enrichment Plan that will be called our Growth Plan. We have restructured our RTI team in order for the certified and classified members of the RTI team to now work more closely in classrooms and with the grade level teachers. This will allow the classroom teacher to have more instructional assistance to work with all students to help with their academic progress and growth. After looking at RTI Data, MAP data, and last year's KPREP data, we have decided to make this change for improvement to hopefully help all student progress more and make more academic growth.

Conclusion

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

The teachers at Cedar Grove continue to strive to become as knowledgeable in their field as possible. The TPGES has motivated many teachers to step out of their comfort zone to try new strategies or teaching methods. Continued professional development based on each teacher's individual need and PGP is encouraged. As far as our area concern in writing, we will continue to seek outside assistance to give teachers additional strategies and training. We will also continue to monitor the changes put into place to ensure that they are having a positive impact on student achievement. Furthermore, our new instructional coach has been able to build relationships with our teachers to where they are working together more in classroom instruction on small math groups and improving small reading group instruction. Our new instructional coach has also help our teachers through professional development in Dream Box math and with math strategies that she used in her classroom before becoming our instructional coach. The strategies and methods she has shared with teachers are now being observed during many of classroom walkthroughs and observations.

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:

Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

Strategy1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

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

Goal 1:

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Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.

Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

Strategy1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

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

Goal 1:

Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.

Measurable Objective 1:

collaborate to increase family and community involvement in our school by 06/30/2015 as measured by volunteer/participation sign-in sheets.

Strategy1:

FRC/CGE Faculty & Staff - The FRC and faculty and staff will assist with increasing family/community involvement by providing support for families and the community.

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Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$500 - Title I Schoolwide	Classroom teachers, staff members, administrator, FRC

Narrative:

All Kindergarten students at Cedar Grove Elementary have been screen for Kindergarten Readiness. All students have been screened using the Brigance Assessment.

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

Goal 1:

Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.

Measurable Objective 1:

collaborate to increase family and community involvement in our school by 06/30/2015 as measured by volunteer/participation sign-in sheets.

Strategy1:

FRC/CGE Faculty & Staff - The FRC and faculty and staff will assist with increasing family/community involvement by providing support for families and the community.

Category: Stakeholder Engagement

Research Cited:

Activity - Parent/Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$500 - Title I Schoolwide	Classroom teachers, staff members, administrator, FRC

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.

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Measurable Objective 1:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

Strategy1:

Core Math - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Our teachers will also be working with our instructional coach, Mrs. Carrie Gary, who is an expert in the field of math through her training and use of the Math Recovery techniques and other research based strategies. Mrs. Garry will also be working with teachers to help them implement more focused math group within their classroom instruction and ways to integrate manipulatives more effectively in their instruction.

Category: Continuous Improvement

Research Cited:

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers

Activity - Math Instructional Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Gary, our instructional coach, will work with more teachers this year to implement math instructional groups during math instruction.	Academic Support Program	09/28/2015	06/06/2016	\$0 - No Funding Required	Instructional Coach Principal Selected Teachers

Activity - Implement Small Math Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our instructional coach has been working closely with primary teachers to implement focused small math groups and centers to help our primary students learn and retain the basic skills of math.	Academic Support Program	10/12/2015	06/03/2016	\$0 - No Funding Required	Andy Moberly, Principal Carrie Gary, Instructional Coach

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers

Strategy2:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

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This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Research Cited:

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0 - No Funding Required	5th grade teachers, principal, instructional coach

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0 - No Funding Required	Writing committee members, instructional coach, principal

Strategy3:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

Activity - Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach and Principal

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

Measurable Objective 2:

collaborate to increase the overall reading and math for Cedar Grove Elementary from 63.6 to 78.6 by 12/31/2015 as measured by K-Prep.

Strategy1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

Activity - Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach and Principal

Measurable Objective 3:

collaborate to improve writing instruction from K-5 by 12/31/2015 as measured by analysis of student work during PLCs, improved student performance in the classroom, and KPrep ODW scores..

Strategy1:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0 - No Funding Required	5th grade teachers, principal, instructional coach

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0 - No Funding Required	Writing committee members, instructional coach, principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.1% in 2014 to 67.0% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 51.8% to 57.9%. by 10/01/2015 as measured by K-Prep.

Strategy1:

Response to Intervention - Our intervention team, made up of two certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on a triangulation of data including MAP, DRAs, common assessments, etc. Students in Rtl are monitored weekly through oral reading fluency, math calculation or computation probes, or correct word sequence probes. Classroom teachers meet in Rtl/PLCs with the interventionists and the Rtl Coordinator each month to discuss changes to individual student's interventions and monitor overall progress.

Category: Continuous Improvement

Research Cited:

Activity - Rtl/PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/06/2014	12/31/2015	\$0 - No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - RtI Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers, interventionists, RtI coordinator/instructional coach, administrator

Activity - Scientifically Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for RtI. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$1000 - Title I Schoolwide	Interventionists

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading. (SWP 3, 4)	Academic Support Program	08/06/2014	06/30/2015	\$47100 - Grant Funds	RR intervention teacher

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Cedar Grove Elementary from 63.6 to 78.6 by 12/31/2015 as measured by K-Prep.

Strategy1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Category: Continuous Improvement

Research Cited:

Activity - Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher. (SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach and Principal

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher. (SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

Measurable Objective 2:

collaborate to improve writing instruction from K-5 by 12/31/2015 as measured by analysis of student work during PLCs, improved student performance in the classroom, and KPrep ODW scores..

Strategy1:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0 - No Funding Required	Writing committee members, instructional coach, principal

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0 - No Funding Required	5th grade teachers, principal, instructional coach

Measurable Objective 3:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

Strategy1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.((SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach and Principal

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

Strategy2:

Core Math - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Our teachers will also be working with our instructional coach, Mrs. Carrie Gary, who is an expert in the field of math through her training and use of the Math Recovery techniques and other research based strategies. Mrs. Garry will also be working with teachers to help them implement more focused math group within their classroom instruction and ways to integrate manipulatives more effectively in their instruction.

Category: Continuous Improvement

Research Cited:

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Implement Small Math Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our instructional coach has been working closely with primary teachers to implement focused small math groups and centers to help our primary students learn and retain the basic skills of math.	Academic Support Program	10/12/2015	06/03/2016	\$0 - No Funding Required	Andy Moberly, Principal Carrie Gary, Instructional Coach

Activity - Math Instructional Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Gary, our instructional coach, will work with more teachers this year to implement math instructional groups during math instruction.	Academic Support Program	09/28/2015	06/06/2016	\$0 - No Funding Required	Instructional Coach Principal Selected Teachers

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers

Strategy3:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Research Cited:

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0 - No Funding Required	5th grade teachers, principal, instructional coach

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0 - No Funding Required	Writing committee members, instructional coach, principal

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.1% in 2014 to 67.0% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 51.8% to 57.9%. by 10/01/2015 as measured by K-Prep.

Strategy1:

Response to Intervention - Our intervention team, made up of two certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on a triangulation of data including MAP, DRAs, common assessments, etc. Students in Rtl are monitored weekly through oral reading fluency, math calculation or computation probes, or correct word sequence probes. Classroom teachers meet in Rtl/PLCs with the interventionists and the Rtl Coordinator each month to discuss changes to individual student's interventions and monitor overall progress.

Category: Continuous Improvement

Research Cited:

Activity - Rtl Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator

Activity - Scientifically Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$1000 - Title I Schoolwide	Interventionists

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - RtI/PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet in RtI/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/06/2014	12/31/2015	\$0 - No Funding Required	Classroom teachers, interventionists, RtI coordinator/instructional coach, school consultant, and school psychologist

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading. (SWP 3, 4)	Academic Support Program	08/06/2014	06/30/2015	\$47100 - Grant Funds	RR intervention teacher

Goal 3:

Teachers and Administration at Cedar Grove Elementary will implement change to close the Achievement Gap.

Measurable Objective 1:

50% of All Students will increase student growth in the basic facts of math in order to learn and do more difficult concepts. in Mathematics by 06/03/2016 as measured by MAP scores and SPAGS data.

Strategy1:

Increased Student Engagement - Students will work in small math learning groups and learning centers - mainly in primary. Students will also be using the Dream Box math program to specifically meet the students needs and problem areas.

Category: Continuous Improvement

Research Cited: MAP Data and SPAGS data

Activity - Monitoring Math Groups and Dream Box Math Use	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our teachers will be trained on using Dream Box math program on January 4th in order to start having students use this program upon their return from school on January 5th.	Academic Support Program	01/05/2016	06/03/2016	\$6300 - Text Books	Andy Moberly, Principal Carrie Gary, Instructional Coach Teachers

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

N/A (this question does not apply)

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

N/A (this question does not apply)

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

Goal 1:

Increase the averaged combined reading and math K-Prep scores for elementary students from 55.4% to 72.1% in 2017.

Measurable Objective 1:

collaborate to increase the overall reading and math for Cedar Grove Elementary from 63.6 to 78.6 by 12/31/2015 as measured by K-Prep.

Strategy1:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.((SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach and Principal

Measurable Objective 2:

collaborate to improve writing instruction from K-5 by 12/31/2015 as measured by analysis of student work during PLCs, improved student performance in the classroom, and KPrep ODW scores..

Strategy1:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Research Cited:

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0 - No Funding Required	5th grade teachers, principal, instructional coach

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0 - No Funding Required	Writing committee members, instructional coach, principal

Measurable Objective 3:

collaborate to increase the averaged combined reading and math K-Prep scores for Cedar Grove Elementary from 63.6 to 70.0. by 06/30/2015 as measured by K-Prep.

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Strategy1:

Core Math - Students will improve their math skills using the core math program (Go Math) and other mathematics resources.

Our teachers will also be working with our instructional coach, Mrs. Carrie Gary, who is an expert in the field of math through her training and use of the Math Recovery techniques and other research based strategies. Mrs. Garry will also be working with teachers to help them implement more focused math group within their classroom instruction and ways to integrate manipulatives more effectively in their instruction.

Category: Continuous Improvement

Research Cited:

Activity - Impolement Small Math Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Our instructional coach has been working closely with primary teachers to implement focused small math groups and centers to help our primary students learn and retain the basic skills of math.	Academic Support Program	10/12/2015	06/03/2016	\$0 - No Funding Required	Andy Moberly, Principal Carrie Gary, Instructional Coach

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers

Activity - Math Automaticity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
As a district initiative, our school collaborates with the district's Student Learning Division and Dr. Thomas at Eastern Kentucky University to build student fluency of basic math facts. Students will practice math fluency daily based on their individual skill level. (SWP 1, 2, 3, 9)	Academic Support Program	08/06/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers

Activity - Math Instructional Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Mrs. Gary, our instructional coach, will work with more teachers this year to implement math instructional groups during math instruction.	Academic Support Program	09/28/2015	06/06/2016	\$0 - No Funding Required	Instructional Coach Principal Selected Teachers

Strategy2:

Core Literacy - Our classroom teachers dedicate 90-120 minutes daily to literacy in their classrooms. During this time, students are engaged in activities such as shared reading, guided reading groups, reading workshop, and are exposed to a variety of reading strategies. Teachers will use MAP, DRA, and anecdotal notes and/or records from conferring with students to determine whether the teaching strategy was successful.

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

All grade levels have Journeys as their core reading program and are working to utilize the components of that program to meet the needs of their students.

Teachers will also be revising their enrichment block to meet the individual or groups needs of not RTI students in order to use this time more effectively and efficiently.

Category: Continuous Improvement

Research Cited:

Activity - Workshop Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained to use the Workshop Model for instruction throughout the content areas. Teachers are gradually incorporating this model throughout the content areas as they gain confidence and observe the benefits of students taking ownership in their learning. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.((SWP 1, 2, 3, 4, 5, 9)	Academic Support Program	08/05/2015	06/06/2016	\$0 - No Funding Required	Classroom teachers, Instructional Coach and Principal

Activity - Thinking Strategies	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers have been trained in the Thinking Strategies and are using them during reading instruction. These strategies help improve comprehension and deeper level thinking. Professional development opportunities help build the instructional capacity of our current teachers and improve instructional skills of those new to our building. Teachers were retrained this summer by Overdale Elementary's instructional coach and lead teacher.(SWP 1, 2, 3, 4, 5, 9)	Direct Instruction	08/05/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach and Teachers.

Activity - Questioning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Improve our questioning strategies to increase student thinking. Also, improve wait time in order to allow more students the time to think about questions. This will be observed during walkthroughs and observations.	Direct Instruction	09/30/2015	06/06/2016	\$0 - No Funding Required	Principal, Instructional Coach, Guidance Counselor and Teachers.

Strategy3:

Professional Learning - Teachers will improve their knowledge and skills in writing instruction to meet the needs of all learners.

This will continue this year because we are in our 2nd year of a new school wide writing plan.

Category: Professional Learning & Support

Research Cited:

KDE Comprehensive School Improvement Plan

Cedar Grove Elementary

Activity - Writing Committee	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The writing committee meets during teacher planning days to discuss and evaluate writing instruction as it is occurring in the classrooms. They then determine strategies to address those needs and how it will be communicated to necessary staff. Some things the writing committee have already developed are: common graphic organizers, a writing continuum, rubrics, and student writing samples. This activity will continue this year because we only got started with our new writing plan last school year.	Policy and Process	10/12/2015	06/06/2016	\$0 - No Funding Required	Writing committee members, instructional coach, principal

Activity - Implementation	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
5th grade teachers developed an ODW pre-assessment at the beginning of the school year. Once this assessment has been administered, teachers will use the results of this assessment to guide their instruction in order to better meet the students needs and prepare them for KPREP>	Professional Learning	10/13/2015	06/06/2016	\$0 - No Funding Required	5th grade teachers, principal, instructional coach

Goal 2:

Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 42.1% in 2014 to 67.0% in 2017.

Measurable Objective 1:

collaborate to increase the average combined reading and math proficiency ratings for all students in the nonduplicated gap group from 51.8% to 57.9%. by 10/01/2015 as measured by K-Prep.

Strategy1:

Response to Intervention - Our intervention team, made up of two certified teachers and three classified staff members. These interventionists work with students by grade level who have been identified for Rtl services based on a triangulation of data including MAP, DRAs, common assessments, etc. Students in Rtl are monitored weekly through oral reading fluency, math calculation or computation probes, or correct word sequence probes. Classroom teachers meet in Rtl/PLCs with the interventionists and the Rtl Coordinator each month to discuss changes to individual student's interventions and monitor overall progress.

Category: Continuous Improvement

Research Cited:

Activity - Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One certified teacher will be trained and certified in Reading Recovery through the Read to Achieve grant. This training will provide her with effective skills and strategies to work with the most struggling students in reading. (SWP 3, 4)	Academic Support Program	08/06/2014	06/30/2015	\$47100 - Grant Funds	RR intervention teacher

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Activity - Scientifically Based Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Interventionists will utilize scientifically based interventions to provide instruction for students qualifying for Rtl. These include but are not limited to: Reading Recovery, Leveled Literacy Intervention, Wright Group, Go Math Intervention, and Number Worlds. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$1000 - Title I Schoolwide	Interventionists

Activity - Rtl Block Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Within the master schedule, we will set aside a 50 minute block of time by grade level to allow qualifying students additional assistance with trained personnel in the area of reading, math, and/or writing. (SWP 1, 2, 3, 6, 8, 9, 10)	Academic Support Program	08/06/2014	06/30/2015	\$0 - No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, administrator

Activity - Rtl/PLCs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Stakeholders will meet in Rtl/PLCs on a monthly basis to discuss individual student progress and make changes to individual student's schedules. (SWP 1, 2, 3, 6, 8, 10)	Academic Support Program	08/06/2014	12/31/2015	\$0 - No Funding Required	Classroom teachers, interventionists, Rtl coordinator/instructional coach, school consultant, and school psychologist

Goal 3:

Cedar Grove Elementary will work collaboratively with all stakeholders to ensure student success.

Measurable Objective 1:

collaborate to increase family and community involvement in our school by 06/30/2015 as measured by volunteer/participation sign-in sheets.

Strategy1:

FRC/CGE Faculty & Staff - The FRC and faculty and staff will assist with increasing family/community involvement by providing support for families and the community.

Category: Stakeholder Engagement

Research Cited:

Activity - College/Career Fair	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents and community members will have the opportunity to attend a College/Career Fair to learn about higher education and career opportunities. (SWP 2, 3, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$0 - Other	Family Resource Center Coordinator, administrator

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Activity - Parent/Family Nights	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal and teachers will host family nights throughout the year. These nights may include academic strategies, informational sessions about our school and the activities that take place at CGE. (SWP 1, 2, 6, 9, 10)	Community Engagement	08/06/2014	06/30/2015	\$500 - Title I Schoolwide	Classroom teachers, staff members, administrator, FRC

Activity - Career Awareness	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Family Resource Center will assist in providing exposure to a variety of career opportunities for students. This will be done through guest speakers, field trips, summer camps, after school events, etc. (SWP 2, 6, 9, 10)	Career Preparation/Orientation	08/06/2014	06/30/2015	\$0 - Other	FRC Coordinator, administrator, classroom teachers

Activity - WatchD.O.G.S.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The purpose of incorporating the WatchD.O.G.S. program at CGES is to promote and encourage more adult male role models to be active participants in the school building. These volunteers are given a schedule for the day which includes but not limited to helping with bus duty, assisting with student activities in the classroom, and acting as a lunchroom monitor. Through helping, encouraging, and motivating, these men are seen as mentors to our students. (SWP 6, 10)	Parent Involvement	08/06/2014	12/31/2015	\$0 - No Funding Required	Family Resource Coordinator, administrator, counselor

KDE Assurances - School

Introduction

KDE Assurances - School

Assurances

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

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	New Growth Plan starting in January 2015. This plan is to replace what was our RTI/Enrichment Block.	

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	Lexia Dream Box Math Small Group Math Instruction and Learning Centers PEBC training for 3 teachers and 1 Instructional Coach in January to bring back and train to the rest of our teachers.	

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	The evidence is in our Title 1 budget.	

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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	Several family nights have taken place this year for Kindergarten school readiness and for College and Career Readiness for our 5th graders once they have left Cedar Grove Elementary.	

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	This is evidenced by our school professional development plan.	

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		

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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		

KDE Comprehensive School Improvement Plan

Cedar Grove 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).	N/A	The current CSIP will be ready for our website by January 2nd.	

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	This will even be more evident with our new Growth Plan that replaces our old RTI/Enrichment Plan.	

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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		

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?

Tammy Perdew, Family Resource Center coordinator, Jessica Turley, volunteer coordinator, Andy Moberly, principal, and Carrie Gary instructional coach assisted in completing this diagnostic.

Relationship Building

Overall Rating: 2.71

	Statement or Question	Response	Rating
2.1	Parents report that school staff understands and demonstrates how strong relationships with parents contribute to effective teaching and learning.	Parents report their relationship with school staff is about discussing student academic performance and/or behavior.	Apprentice

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

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

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

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

	Statement or Question	Response	Rating
2.6	School staff completes needs assessment with all parents to determine resources necessary for their child's academic success.	Teachers informally collect some student needs data and some parents are contacted to discuss those needs.	Apprentice

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

Communications

Overall Rating: 2.71

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

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

	Statement or Question	Response	Rating
3.3	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	School staff partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement.	Proficient

	Statement or Question	Response	Rating
3.4	School staff offers parents opportunities to discuss school-wide achievement issues, including assessment data, at least once a semester.	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.	District-wide stakeholder surveys are given to parents and teachers encourage parents to respond.	Apprentice

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

Decision Making

Overall Rating: 1.71

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

	Statement or Question	Response	Rating
4.2	School council and committees facilitate broad parent participation by actively recruiting diverse membership, providing interpreters and translated materials when needed, setting convenient meeting times, and seeking wide parent input. At least 40 percent of parents vote in SBDM parent election.	School council has parent members as required by law, parents are not asked to serve on committees, meeting time and place is determined by principal. Low voter turnout for SBDM parent election.	Novice

	Statement or Question	Response	Rating
4.3	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council chair sends council minutes to largest parent organization with no follow-up.	Novice

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

	Statement or Question	Response	Rating
4.5	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council encourages parents to serve only on SBDM committees that deal with parent involvement and/or school climate.	Apprentice

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

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	Statement or Question	Response	Rating
4.7	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff provides opportunities for outgoing parent council members to meet with new parent council members to share knowledge of serving on the council.	Apprentice

Advocacy

Overall Rating: 2.67

	Statement or Question	Response	Rating
5.1	School staff ensures every student has a parent and/or another adult who knows how to advocate, or speak up for them, regarding the student's academic goals and individual needs.	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.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
5.3	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report that they are invited to attend meetings to discuss Individual Education Plans, Individual Learning Plans, 504 plans and/or intervention strategies.	Apprentice

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

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

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

Learning Opportunities

Overall Rating: 2.33

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

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

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

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

	Statement or Question	Response	Rating
6.5	School council has a classroom observation policy that welcomes families to visit all classrooms.	School council has a classroom observation policy that allows parents access to most classrooms by appointment only.	Apprentice

	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 relies on the parent organizations to provide learning opportunities for parent leadership.	Apprentice

Community Partnerships

Overall Rating: 2.67

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

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

	Statement or Question	Response	Rating
7.3	School leadership collaborates with employers to support parent and volunteer participation in students' education.	Employer-partners adopt practices to promote and support parent and volunteer participation in students' education.	Apprentice

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

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

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

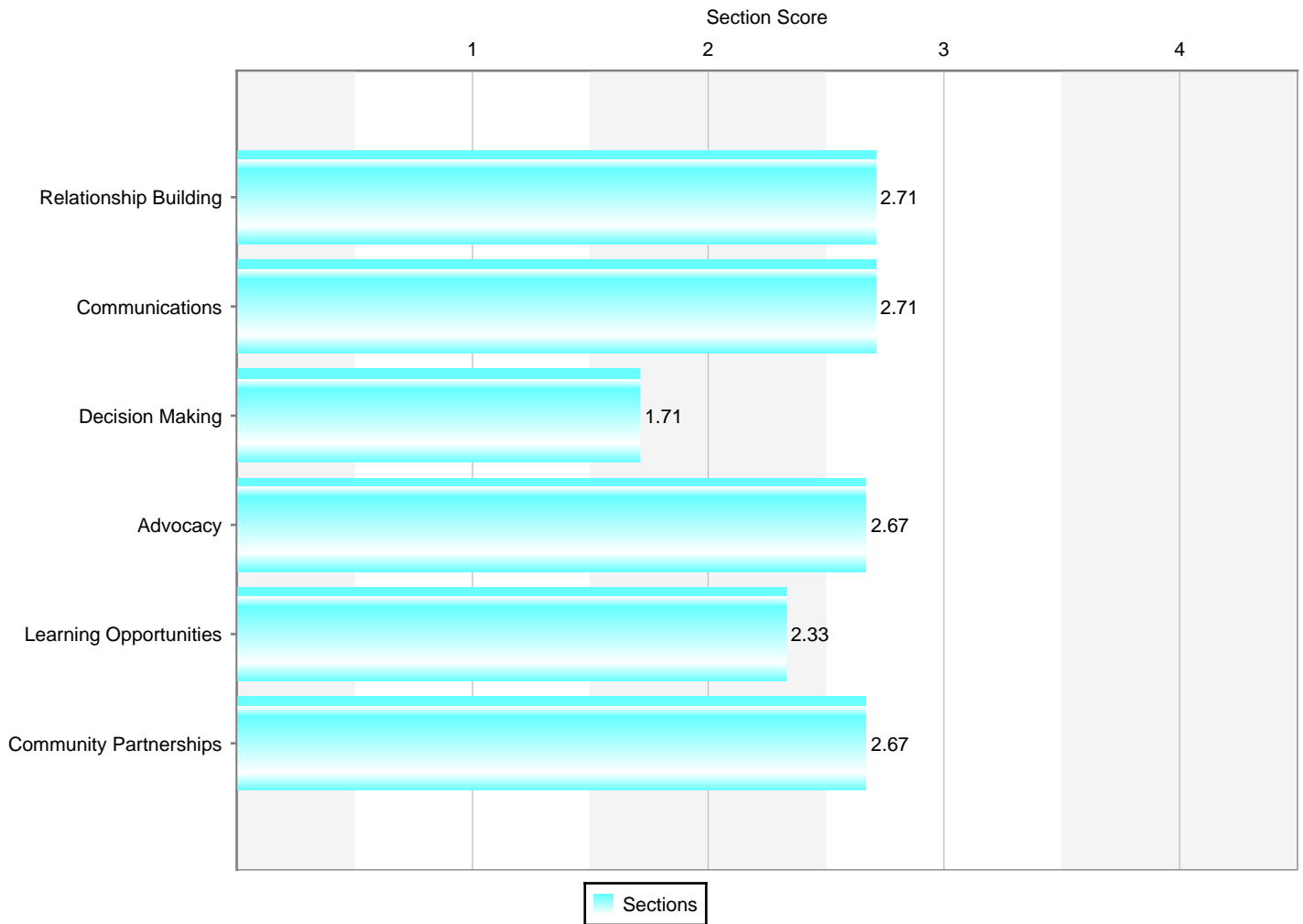
Reflection

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

We need to make a concerted effort to train our parents to be more involved in their child's learning. We have more programs and opportunities for our younger children to become kindergarten ready, but we need to improve this for our older students.

Report Summary

Scores By Section



Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Administrative team and teachers developed and had the opportunity to review and provide input on the improvement plan during PLCs and/or a faculty meeting. SBDM parents were involved in the review and final approval of the improvement plan. The improvement plan was made available on the school's website where families and community members were encouraged to read and provide feedback.

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

Certified teachers, SBDM parents, Family Resource Center coordinator, families, and the community provided feedback on the plan. The principal, counselor, and instructional coach developed the foundation of the plan after thorough analysis of data available.

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

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 plan was shared with teachers, SBDM members, families, and the community on Thursday, December 18 via eNews, posted on the website, and our school's FaceBook page. Additional communication regarding the improvement plan will be shared with stakeholders if additional changes are needed throughout the year.

School Safety Report

Introduction

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

School Safety Requirements

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

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	This happened at the November SBDM meeting.	

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	This happened at the November SBDM meeting.	

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

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

Label	Assurance	Response	Comment	Attachment
6.	Was the EMP reviewed with the faculty and staff prior to the first instructional day of the school year?	Yes	This took place on the opening faculty and staff meeting on August 11th.	

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

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

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Label	Assurance	Response	Comment	Attachment
9.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes	This took place during a walkthrough in August.	

Label	Assurance	Response	Comment	Attachment
10.	Have practices been developed for students to follow during an earthquake?	Yes	Earthquake drills have been completed with more to follow.	

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

Label	Assurance	Response	Comment	Attachment
12.	Has each school completed all four emergency response drills during the first 30 days of the school year? (Fire in compliance with http://www.lrc.ky.gov/kar/815/010/060.htm Fire Safety regulations), Lockdown, Severe Weather and Earthquake)	Yes	See log drill form for official dates. These all took place during the 1st two weeks of school.	

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

Equitable Access Diagnostic

Introduction

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

Needs Assessment

Label	Assurance	Response	Comment	Attachment
1.1	Has a review of the data has been conducted to determine barriers to achieve equitable access to effective educators within the school?	Yes		

What are the barriers identified?

Adequate time with special area teachers.

Some teachers have more expertise in a content area compared to others.

What sources of data were used to determine the barriers?

Schedules

Years of Experience

Professional Development opportunities teachers attended

What are the root causes of those identified barriers?

Amount of time in the schedule throughout the daily schedule.

Teachers personal strengths and preferences.

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

It shares that our teachers need to continue to improve in their developing and implementation of scaffolding questions to get students to think deeper about all content areas.

It also shows that our teachers need to use all assessments more effectively to plan their instruction and to make effective decisions during instruction.

Equitable Access Strategies

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

We do not have a specific policy for this placement.

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

We use teacher input from the child's previous year's teacher to help make placement decisions that we believe will best meet the needs. For example, we work closely with our Special Education teachers to make sure those students are placed in the best learning and nurturing environment for them to be successful.

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

We have not used student data in this manner.

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

Our district host a job fair in April.

We use references from previous employers.

We use references from our Human Resources department when they attend in other parts of the state or region.

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

We try our best to retain effective teachers through creating and maintaining effective grade level teams. We try to do this through PLCs and moving teachers into positions we believe they will be most successful. We are continuing to build teacher leaders and value teacher input by listening to their needs, suggestions, and concerns in order to make the best decisions possible for our students and their progress.

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

We believe in putting our newest teachers and most inexperienced teachers with a strong team of teachers. We also believe in having our instructional coach work very closely with these teachers during planning time, PLCs, PDs, etc. to build up their knowledge and skills.

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

We have these teachers work on their deficits with our instructional coach, and we develop a specific plan for these teachers to improve. We also have these teachers observe highly effective teachers or have the instructional coach model what needs to be improved upon.

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

Every year, we formally and informally survey our teachers on the professional learning they want and need. We develop a professional development plan based on the information from the survey. We also have teachers attend specific PDs session for individual teachers or a group of teachers.

Questions

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

All goals in our CSIP would in one way or another refer back to this.