

CASSIDY ELEMENTARY

SCHOOL IMPROVEMENT PLAN



“Every Child A Proficient Learner and Good Citizen”

Plan Approved by the School Council:

Principal Signature _____

School Council Members:

Sarah Cordle

Sarah Cordle-teacher	Jennifer Alexander-parent
Tyler Jones-teacher	Joe Baird-parent
Jill Myers-teacher	Casey Hinds- parent
Rhonda Fister-principal	

SCHOOL IMPROVEMENT PLAN EXECUTIVE SUMMARY:

PLAN SUMMARY

Goals for Cassidy Elementary include increasing KCCT scores in all areas while closing achievement gaps with all sub groups, Low SES students being our largest group. Other goals include continuing to improve the learning climate within the school to include active and effective parent involvement with all parents.

PROCESS SUMMARY

In developing this plan, all stakeholders were invited to provide feedback, suggestions, and insight through the SBDM Council meetings and faculty meetings.

The plan was made available on our website to allow for parent input.

Priority Needs, Causes, Goals, and Objectives.

Priority needs in our school are as follows:

1. State Assessment scores with substantive achievement gaps will be used to identify gap targets and time schedule for closing the gaps.
2. Council will review drafts of the components.
3. Public meeting will be held to present the Plan to the community.
4. Plan will be revised and approved.
5. The plan will be evaluated annually through an ad hoc committee.
6. The committee will make any recommendations for change to the SBDM Council.
7. Council will seek a diverse group to serve on the ad hoc committee.

Action Component Curriculum

District Name Fayette

Component Manager Grade Level Chairs

School Name Cassidy

Date 2010-2011

Priority Need	Goal (Addresses the Priority Need)
<p>The following academic areas continue to be priorities for our school: Reading, Writing & Math</p> <p>Achievement gaps still exist with the Low SES Index and the African American Index in all subject areas.</p>	<p>Cassidy’s instructional program will consist of effective, varied, and research based instructional practice in the all areas. Students tested will score proficient in reading, writing, and math. Cassidy will increase its overall % of students scoring at the proficient/distinguished level by 5% while closing achievement gaps for low SES students and African American students.</p>

Causes and Contributing Factors	Objectives with Measures of Success
<p>According to the 2010 KCCT and NCLB results the following are contributing factors:</p> <ul style="list-style-type: none"> • Intentional language arts and math curriculum which includes rigorous assessments and learning activities/strategies and differentiation of instruction. • A rigorous and challenging curriculum needs to be taught in math. Higher-order thinking and problem solving should be emphasized in all areas across all grade levels. 	<ul style="list-style-type: none"> • Cassidy will continue to measure progress in math, writing, and reading with learning checks and KCCT like assessments every two weeks. • Teachers will implement higher order thinking skills into their daily math instruction and provide problem solving opportunities for all students across all grade levels. This will result in a math increase of 10% in the P/D levels for all sub groups and an increase in the number of students reaching annual growth targets on MAP.

Curriculum Component And Implementation & Impact Form

(2010-2012 School Years)

Component Leader: Grade Level Chairpersons

Objective #_A_:

Activity	Measure of Progress	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
A1: Teachers use flashbacks, exit slips, & KCCT-Like Assessments to ensure learning of Core Content	Increase number of students performing proficient/distinguished on KCCT in all content areas and increase number of children reaching yearly growth goals according to MAP.	Teachers	8-'10 6-'12				
A2: Conduct live scoring of open response questions to ensure high quality responses and consistency of expectations from teacher to teacher.	Increase number of students scoring a 4 on open responses and increase number of children reaching yearly growth goals according to MAP.	PSA	8-'10 6-'12				
A3: Grade levels meet weekly to analyze student work and plan instruction.	Increase number of students performing proficient/distinguished on KCCT in all content areas and increase number of children reaching yearly growth goals according to MAP.	Leadership Team	8-'10 6-'12				

<p>A4: Lower class sizes are an initiative we have in place and wish to continue</p>	<p>Increase number of students performing proficient/distinguished on KCCT in all content areas and increase number of children reaching yearly growth goals according to MAP.</p>	<p>Principal</p>	<p>8-'10 6-'12</p>				
<p>A5: KCCT Study Island – A web based learning opportunity for students in the area of Reading, Math, Social Studies, & Science</p>	<p>Increase number of students performing proficient/distinguished on KCCT and increase number of children reaching yearly growth goals according to MAP.</p>	<p>Teachers</p>	<p>8-'10 6-'12</p>				
<p>A6: CPS-Classroom Performance System uses remote control devices and the computer to assess student learning and give immediate feedback.</p>	<p>Increase level of student achievement for all students and increase number of children reaching yearly growth goals according to MAP.</p>	<p>PSA</p>	<p>8-'10 6-'12</p>				
<p>A7: Continued training for teachers in best practices through job-embedded PD.</p>	<p>Increase level of student achievement for all students and increase number of children reaching yearly growth goals according to MAP.</p>	<p>PD Chair</p>	<p>8-'10 6-'12</p>				
<p>A8: ORQ binders in grades 3-5, students monitor their own growth.</p>	<p>Increase number of students scoring a 4 on open responses and increase level of student achievement for all students and increase number of children reaching yearly growth goals according to MAP.</p>	<p>Principal</p>	<p>8-'10 6-'12</p>				

<p>A9. RAZ Kids is a web based program used to build fluency and comprehension skills.</p>	<p>Increase level of student achievement for all students and increase number of children reaching yearly growth goals according to MAP.</p>	<p>8-'10 6-'12</p>					
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Action Component Equity

District Name Fayette

Component Manager Principal

School Name Cassidy

Date 2010-2011

Priority Need	Goal (Addresses the Priority Need)
<p>According to the 2010 KCCT scores, for Low SES students scoring at the proficient/distinguished level in reading was 74%, math 61%. This is compared to the total group scoring 95% reading, 93% math.</p> <p>The priority need is to have all Low SES students performing at the proficient/distinguished level on KCCT by 2012 and reaching a yearly growth goals according to MAP in reading and math.</p> <p>Another priority need is to have all African American students scoring at the proficient/distinguished level. According to 2010 KCCT scores, AA students scoring at the proficient/distinguished level in reading was 76%, math 67%.</p> <p>Low SES children are at a higher risk for childhood obesity and insulin resistance from obesity diminishes children's cognitive performance.</p>	<p>Cassidy's instructional program will consist of effective, varied, and research based instructional practice in the targeted areas. Teachers will receive diversity training and differentiated instruction trainings to better meet the needs of all students.</p> <p>NCLB goals for 2012 Low SES 86.82% in reading, 85.44% in math.</p> <p>The ultimate goal is to have 100% of all sub groups scoring in the proficient/distinguished level and for all students to achieve a years growth as measured by MAP assessment in reading and math.</p>

Equity Component And Implementation & Impact Form

(2010-2012 School Years)

Component Leader: Rhonda Fister

Objective # B__:

Activity	Measure of Progress	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
B1: Provide additional blocks of math instruction to identified students.	Increase number of students achieving a year's growth according to MAP. Increase number of African American and low income students scoring proficient/distinguished on KCCT.	ESS Coordinator Teachers	8-'10 6-'12				
B2: ESS daytime services are provided to students below grade level.	Increase number of students achieving a year's growth according to MAP. Increase number of African American and low income students scoring proficient/distinguished on KCCT.	ESS Coordinator Teachers	8-'10 6-'12				
B3: Booster Program- We train volunteers to work with struggling students in reading and math.	Increase number of students achieving a year's growth according to MAP. Increase number of African American and low income students scoring proficient/distinguished on KCCT.	Booster Coordinator	8-'10 6-'12				
B4: Reading Intervention Services-Identified primary students receive additional reading instruction.	Have all primary students reading at a proficient level by May. Increase number of students achieving a year's growth according to MAP.	Reading Specialists	8-'10 6-'12				

<p>B5:Fully implement strengthened Wellness Policy to reduce the risk of childhood obesity. All rewards, celebrations and fundraising will be in accordance with the new guidelines by May.</p>	<p>Increase number of students achieving a year's growth according to MAP. Increase number of African American and low income students scoring proficient/distinguished on KCCT.</p>	Principal	8-'10 6-'12				
<p>B6: Establish an in house mentoring program for watch list students who fall into two or more categories, example low SES, African American, ESL</p>	<p>Staff will build strong, positive relationships with at risk students</p>	Principal	8-'10 6-'12				
<p>B7:MAP practice websites are assigned as extra practice to identified students.</p>	<p>Increase reading and math achievement levels.</p>	Teachers	8-'10 6-'12				
<p>B8: I-Pads will be used by low income students, in class and to take home to support learning at home.</p>	<p>Increase interest in reading and math by using the technology, which should increase achievement levels of identified students in reading and math.</p>	Teachers	8-'10 6-'12				
<p>B9: Moby Math is software we have 5th grade identified students. The program is fluid, adjusting to the student responses as it is being used.</p>	<p>The program targets learning weaknesses for each child and should help increase achievement levels.</p>	Teachers	8-'10 6-'12				
<p>B10: Utilize a variety of teaching strategies and flexible groupings to meet the individual needs of each student. (ELL, Special edu., gifted, interventions, etc...)</p>	<p>Increase reading and math achievement levels.</p>	Teachers	8-'10 6-'12				

Action Component _____ **Parent Involvement**

District Name _____ Fayette _____

Component Manager FRYSC Coordinator _____

School Name _____ Cassidy _____

Date _____ 2010-2011 _____

Priority Need	Goal (Addresses the Priority Need)
<p>The priority need is to have all families involved with their child’s learning. Approximately 30% of low SES families participate in parent/teacher conferences and attend school events. 45% of low SES students return completed homework/ get assistance with homework.</p>	<p>All Cassidy students would get the support from home to complete homework. All families would communicate with teachers about each child’s progress.</p>

Causes and Contributing Factors	Objectives with Measures of Success
	<ul style="list-style-type: none"> • 80% of low SES families would attend two parent/teacher conferences a year. • 94% of low SES students would score proficient/distinguished in reading and math on 2012 KCCT.

**SBDM Council Reporting Timeline
Parent Involvement Component**

Months	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Action Component Activity												

Parent Involvement Component And Implementation & Impact Form

(2010-2012 School Years)

Component Leader: Jill Blackman

Objective #_C_:

Activity	Measure of Progress	Responsible Person	Start/End Date	Cost	Fund Source	I, P, N	Progress Statement
C1. Advertise opportunities to serve on the SBDM council and committees in the spring through PTA newsletter, flyers, SBDM minutes, at PTA meetings, workshops and other school activities.	Have all student populations represented in the decision making process to ensure optimal learning environment, increasing student achievement for all children.	PTA President Principal	8-'10 6-'12				
C2. F.A.C.E. (Families and Communities Educating) is an afterschool program for our ESL population. Students receive tutoring in reading and math skills, specific writing instruction from our writing specialist, social development, and cultural awareness. The majority of our ESL students are also part of the low SES sub group.	Increase reading and math achievement levels.	FRYSC and ESL Coordinator	8-'10 6-'12				
C 3. Teachers will continue to receive training on culturally responsive teaching.	Increase reading and math achievement levels.	PD Chair	8-'10 6-'12				
C 4. Purchase "Keep Books" for Kindergarten students to read at home.	Increase reading level of all students.	Reading Specialist	8-'10 6-'12				

C.5 Continue to have Literacy Night 2 times a year.	Increase reading level of all students.	Reading Specialist	8-'10 6-'12				