



Comprehensive School Improvement Plan

Cassidy Elementary School
Fayette County School District

Mrs. Rhonda G Fister
1125 Tates Creek Road
Lexington, KY 40502

TABLE OF CONTENTS

Introduction	1
Executive Summary	
Introduction	3
Description of the School	4
School's Purpose	5
Notable Achievements and Areas of Improvement	6
Additional Information	7
KDE Needs Assessment	
Introduction	9
Data Analysis	10
Areas of Strengths	11
Opportunities for Improvement	12
Conclusion	13
Cassidy Comprehensive School Improvement Plan 2013	
Overview	15
Goals Summary	16
Goal 1: Increase the averaged combined reading and math K-Prep scores for elementary students from 44% to 72% in 2017	17
Goal 2: 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	18

Goal 3: All students at Cassidy Elementary school will be proficient in Reading and Math when exiting the primary program..... 21

Goal 4: All students entering Kindergarten in the fall of 2013 at Cassidy Elementary will be screened using the Brigance 22

Activity Summary by Funding Source..... 23

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 2014. 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?

Cassidy Elementary School is located in the Chevy Chase neighborhood. It was built in 1935 by the federal Works Progress Administration on land that once belonged to renowned Kentucky statesman Henry Clay. The school was named for M.A. Cassidy, who served as superintendent of the Lexington Schools from 1885 to 1928 and was among the most prominent educators in the state. Additions to the school were built in 1956 and 1987, and the latest renovations were completed in the fall of 2010. Cassidy embodies the true feel of a neighborhood school. Many families grew up attending Cassidy and now have their children and grandchildren enrolled here.

Our student population continues to grow as we have met our capacity number in recent years. We presently serve 680 students in grades K-5. Our population includes 74% White, 8% African-American, 5% Hispanic, 8% Asian and 5% Other. 30% of our students qualify for free and reduced lunch, 11% are English language learners, and 9% are special needs.

Our parents, PTA and community members volunteer more than 6,000 hours per year. With their support, Cassidy's tradition of excellence in education continues to shine. Our state test results show steady increases in the level of student achievement each year with our overall scores being in the top 10 over the past 5 years. We also embrace and celebrate the diversity our student population brings. We have more than 25 languages spoken here. The phrase "It takes a village to raise a child" becomes a reality through many collaborative efforts with groups such as University of Kentucky, the Lexington Public Library, the Central Music Academy and the Explorium children's museum. We work closely with the Children's Refugee Ministry to ensure our students and families adjust to the new school and community.

School's Purpose

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

The mission for Cassidy Elementary School is "Every child a proficient learner and good citizen." This mission becomes reality through the teamwork among parents, community members and our highly trained staff working to make a difference for our students. Every decision we make focuses on what is right for our students. From our PTA to our School Based Decision Making Council, we ensure our decisions honor our high expectations for students while challenging them to reach their fullest potential.

Our vision is that Cassidy School provides a safe, loving, climate where exciting, relevant learning takes place for all students, equipping them to be successful members of society. The staff is empowered to create and maintain an environment of high expectations for each child. We provide the knowledge and critical thinking skills necessary for making effective decisions to be successful.

We believe: all children can learn and deserve an equitable education; that education should be designed to meet the unique needs of each child; our school community provides opportunities for students to be successful, maximizing academic achievement and building social character to ensure success for the future.

Cassidy students have many opportunities to participate in performance and project based events. We organize 20 or more community service projects each year, some of which support programs such as United Way, God's Pantry, Toys for Tots, and Habitat for Humanity. Students at all grades can participate in the state Reflections contest. Students participate in the school science fair. Fifth graders host Colonial Days and an Entrepreneur Fair. We have many children who participate in academic teams, in our district program and the Governor's Cup competitions. Students may also choose to be on the Battle of the Books teams, and have brought home top honors the past several year.

Extra curricular activities available to Cassidy students include: Spanish Club, chorus, honors chorus, DRUM, Recorders, Recyclers, academic teams, Battle of the Books Team, STLP- Student Technology Leadership Program, Up with Dance, and Kindness is Power. The annual Variety Show is an opportunity for individual students to get to share their talents with the student body and parents.

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.

Cassidy has long been known for a tradition of excellence in education. Our program provides high quality instructional programs for children in grades Kindergarten through fifth along with in-depth reading, problem solving and critical thinking instruction incorporated across all areas of the curriculum. Students are scheduled for art, music, guidance, media, physical education, science lab, and Spanish on a six day rotation. Our media center provides a realistic approach to learning through the use of technology. Research, reading, and writing are incorporated into units of study as students use the variety of technology resources available through the media center and into the classrooms. Every classroom is equipped with SMART technology. In addition we have 4 mobile labs including laptop computers and netbooks and 4 mobile labs of iPads. To equip our students with the 21st century learning skills they need, we must get technology into their hands at school as often as they are using it outside of school.

Our achievement data continues to show overall growth for the total student population and for each sub group. However, we still do not have all students to proficiency. Our focus is to increase the achievement levels of our low SES students in reading and math over the next three years. Within the low SES group is a large population of refugee students who are English Language Learners. We will continue to look for engaging ways to teach each child so they can become proficient in the English language and meet the academic grade level standards. We will engage the families of low SES students in the learning process, equipping them to support their students' learning in the home. Our mentoring program matches each GAP child with an adult here at school to hopefully build stronger relationships with each child. We will focus our professional development around effective teaching strategies and culturally responsive teaching.

Additional Information

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

We take pride in our intentional culture of success created daily by positive interactions between staff and students, high expectations, teamwork and parent and community involvement. Cassidy received an Honorable Mention from the TELL survey for providing positive working conditions, school safety and student achievement.

Our outstanding PTA supports the many school events by providing avenues for parents to partner with the school staff. With thousands of volunteer hours logged annually the list of activities cover the gamut from reading with students daily to face painting at Fun Day. The PTA hosts monthly events and provides a constant flow of communication about what is happening at Cassidy each week.

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?

Cassidy faculty, staff and community want to provide a world class education for our students. We want to ensure we are equipping the students to be college and career ready, so they can become successful, contributing members of the community in which they live. We use data from the Missing Piece Survey, TELL Survey, and K-PREP assessment. As we gather and analyze the data, we are looking for strengths in our overall performance as a school, and identifying areas which need improvement. Areas addressed include instructional practices, academic achievement, homework, wellness, bullying, communication, administration, staff, parent involvement, and school climate.

The most recent data tells us we are doing a great job preparing students academically. Some feedback indicated too much homework, so we have taken that into consideration this year as we are revising the policy. Communication is strong, students feel safe, our overall school climate is great, people feel welcome and valued here.

The data also clearly identifies our achievement gap, the largest being scores of low SES students. We have created plans to address this and work daily to ensure we can meet our goals.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

Our positive school climate is a strength according to several reviews. Specific comments about the friendly office staff, feeling welcome throughout the building, and phenomenal individual kind acts of teachers and staff going above and beyond can be witnessed daily. The genuine sense of caring as teachers really get to know each child demonstrates the heart of our climate. Our high expectations, for ourselves and our students, are another strength. These expectations guide the instructional work and academic progress. Sustaining a top performance on the KY state test each year is cause for celebration. We also celebrate many accomplishments weekly within our school. As students begin to feel a sense of pride about the work they do at school success follows. Another celebration is the ability to push our top performing students to even higher achievements. Comparatively, we continue to have a large number of students scoring in the distinguished category on the state assessments in reading and math. We sustain these strengths by working collaboratively with our strong PTA, community members, students and staff. We have structures that guide our work from committees to weekly meetings. We continue to look for ways to improve and keep open lines of communication among all stakeholders.

Opportunities for Improvement

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

Our achievement gap is the main area of focus for improvement. While we will continue to identify and monitor other areas, we know our true work is to ensure all students learn at high levels. We still have less of our low SES students performing at the proficient level than students who do not qualify for free and reduced lunch. Our staff has structures in place which require us to look closely at the effectiveness of our lessons and the level of learning on an ongoing basis. We are developing lessons tied to the common core standards, creating high level assessments to monitor progress, using the DesCartes data from MAP in both reading and math to individualize instruction, providing intervention instruction, implementing a mentoring program, providing after school instruction, creating engaging lessons through the use of technology and other specific interests of the students. We are planning specific professional development to ensure our teachers are highly trained in meeting the needs of low SES students.

Conclusion

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

Next steps include looking at ways to increase student engagement by our low SES students, helping them access the common core standards, integrate technology daily, continuing to individualize instruction to match specific student needs, provide enrichment and supplemental resources for students at all levels. We will continue to help all students feel connected, to see the value of the work done while in school, connecting learning to the world outside of school.

Cassidy Comprehensive School Improvement Plan 2013

Overview

Plan Name

Cassidy Comprehensive School Improvement Plan 2013

Plan Description

Spring 2013

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 44% to 72% in 2017	Objectives: 1 Strategies: 3 Activities: 8	Organizational	\$0
2	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: 6 Activities: 14	Organizational	\$5000
3	All students at Cassidy Elementary school will be proficient in Reading and Math when exiting the primary program	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$250
4	All students entering Kindergarten in the fall of 2013 at Cassidy Elementary will be screened using the Brigance	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: 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 combined score from 72% to 74.8% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Progress Monitoring - Teachers and Interventionists will collect and examine data to ensure students are learning standards.

Activity - Analyzing Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers, interventionists, PSA and Principal collaborate to ensure students are progressing toward grade level standards and individual goals. Data is monitored weekly, goals and instruction are adjusted to meet needs according to individual progress.	Policy and Process	08/31/2012	05/31/2013	\$0	No Funding Required	Teachers, Interventionists, PSA, Principal

Activity - Collecting Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and interventionists provide students with periodic reading and math assessments, take running records, conduct DRA, utilize AIMS Web benchmarking and other formative assessments. All students are administered MAP test in fall, winter, and spring each year.	Policy and Process	08/31/2012	05/30/2013	\$0	No Funding Required	Teachers, Interventionists, PSA, Principal

Strategy 2:

Rtl - Providing tiered instruction to support individual learning needs of all students

Activity - Targeted Math Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be flexibly grouped for a portion of their daily math instruction to meet specific learning needs: intervention, accelerated, enrichment...	Academic Support Program	08/31/2012	05/31/2013	\$0	No Funding Required	Classroom Teachers, Rtl Teachers, PSA, Principal

Activity - Targeted Reading Structures	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be flexibly grouped for a portion of their daily reading instruction based on specific reading needs: intervention, accelerated, enrichment...	Academic Support Program	08/31/2012	05/31/2013	\$0	No Funding Required	Classroom Teachers, Reading Specialists, PSA, Principal

Comprehensive School Improvement Plan

Cassidy Elementary School

Strategy 3:

Team Planning - Teachers meet weekly with PSA and Principal to plan high level lessons and assessments based on common core standards and analyze student work to guide instruction.

Activity - 6+1 Traits of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Updates on the implementation of 6+1 Traits of Writing Program will be given during team meetings with needed support identified and implemented by peers, PSA, Principal	Academic Support Program	08/31/2012	05/31/2013	\$0	No Funding Required	Grade level chairs, PSA, Principal
Activity - Engaging Lessons	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share ideas to incorporate technology into reading and math lessons, specific websites and programs to engage students.	Professional Learning	08/29/2012	05/31/2013	\$0	No Funding Required	PSA, Principal, Grade Level Chairs
Activity - Grade Level Book Lists	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Book lists will be revised and updated to match lexile level increases throughout both informational and literary texts at each grade level to ensure instructional resources are appropriately available.	Academic Support Program	08/31/2012	05/31/2013	\$0	No Funding Required	Grade level chairs, PSA, Principal
Activity - Rigorous Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher teams meet to develop rigorous assessments tied to common core for each unit of instruction	Academic Support Program	01/31/2013	05/31/2013	\$0	No Funding Required	Grade Level Chairs, PSA

Goal 2: 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 combined reading and math proficiency for all students in the non-duplicated gap group from 43.5% to 49.2% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Technology Based Interventions - Students will use a variety of technology resources to learn and practice literacy and math skills, including web-based programs accessed through devices such as Google tablets, Ipads, netbooks, laptops, etc...

Comprehensive School Improvement Plan

Cassidy Elementary School

Activity - Technology based interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students access web-based resources to practice literacy and math skills through a variety of technology devices	Academic Support Program	09/03/2012	05/31/2013	\$0	District Funding	Media Specialist, teachers, interventionists, PSA, Principal

Strategy 2:

Build Strong Relationships with Students - When students feel a strong connection to school they tend to perform better. We want every GAP student to have a mentor, an adult within our school who works to build that relationship between school and the child, ensuring each child knows they are loved and valued

Activity - Mentor Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish an in house mentoring program for at risk students	Academic Support Program	09/03/2012	05/31/2013	\$0	No Funding Required	PSA, Principal, staff

Strategy 3:

Rtl - Providing high quality tier 1 instruction for all students, providing high quality tier 2 and 3 instruction for identified students with intervention strategies matched to specific identified needs of individual students.

Activity - Develop individual students intervention plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Interventionists, teachers and support personnel will work together to create an individual Rtl plan which includes measurable goals and research based instructional practices	Academic Support Program	09/03/2012	05/31/2013	\$0	No Funding Required	Classroom teachers, interventionists, support personnel, PSA, Principal

Activity - Team Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Intervention research, best practices, and analyzing data will be done as a team to ensure instructional strategies are matched to the specific deficit of each child. Teams at each grade level meet to plan, discuss and implement interventions. Using benchmark data, K-Prep data as well as formal and informal classroom assessment data teachers will differentiate instruction to meet student needs.	Professional Learning	08/31/2012	05/31/2013	\$0	No Funding Required	Classroom Teachers, Interventionists, PSA, Principal

Activity - Tier 2 & 3 instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------------	----------	-------------------	-------------------	-------------------

Comprehensive School Improvement Plan

Cassidy Elementary School

Intervention teachers collaborate with classroom teachers to ensure at risk students receive additional 30 minutes of reading and math instruction from research based program, with lessons matching the identified deficit for each child.	Academic Support Program	01/31/2013	06/03/2013	\$0	No Funding Required	Intervention Teachers, Classroom Teachers
Activity - Assessing and Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed using a variety of reading and math assessments bi-weekly to ensure progress is being made. Rtl plans will be adjusted based on progress measures. AimsWeb will be used to monitor students 25th percentile and below.	Academic Support Program	09/03/2012	05/31/2013	\$0	District Funding	Interventionists, classroom teachers, support personnel, PSA, Principal

Strategy 4:

Instructional Strategies - Students will receive instruction in a variety of research based methods

Activity - Additional Instructional Blocks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide additional blocks of math and reading instruction to struggling students	Academic Support Program	09/03/2012	05/31/2013	\$0	No Funding Required	Classroom teachers, interventionists, support personnel, PSA, Principal
Activity - Keep Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase "Keep Books" for Kindergarten students to read at home	Academic Support Program	09/03/2012	05/31/2013	\$1500	School Council Funds	Kindergarten teachers, Principal
Activity - Booster Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Train volunteers to work with struggling students in reading and math using research based programs and strategies	Academic Support Program	09/03/2012	05/31/2013	\$0	No Funding Required	Booster Coordinator, PSA, Principal

Strategy 5:

Professional Development - Provide on-going PD on best practices for all levels of instruction in literacy and math. Embedded PD opportunities will be provided and school wide efforts will be addressed through monthly faculty meetings and weekly grade level meetings as needed.

Comprehensive School Improvement Plan

Cassidy Elementary School

Activity - Math Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use a PLC format to develop and share a math curriculum resource list to provide engaging instruction for identified students in GAP.	Professional Learning	01/31/2013	05/31/2013	\$0	No Funding Required	Teachers, Interventionists, PSA, Principal
Activity - Reading Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide training on effective, specific literacy instruction as gained from Dr. Reutzel training this year. Continue to send participants to the on-going district follow-up trainings so we can ensure all intervention teachers improve instruction for tier 2 & 3 students.	Professional Learning	08/31/2012	05/31/2013	\$1000	General Fund	Teachers leaders, Interventionists, PSA, Principal,
Activity - Training in Culturally Responsive Teaching and Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide annual training in culturally responsive teaching	Professional Learning	01/31/2013	05/31/2013	\$500	School Council Funds	Principal, PD Chair
Activity - Training Para Educators	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers provide training to para educators on effective instructional practices to be used in small group and one on one	Professional Learning	09/03/2012	05/31/2013	\$0	No Funding Required	Certified teachers, PSA, Principal

Strategy 6:

F.A.C.E-Families And Communities Educating - This is an after school tutorial program designed to incorporate families and community members to support learning with our ELL population. English Language Learners receive additional instruction in literacy and math skills along with social development and cultural awareness. It is a wonderful way to involve families from many cultures and educate them about community programs and agencies within Lexington, as well as provide struggling students with additional help.

Activity - F.A.C.E. After School Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL students receive additional instruction in literacy and math skills, along with social development and cultural awareness. The program is guided by two certified teachers and additional staff, community volunteers, and families.	Academic Support Program	09/03/2012	05/03/2013	\$2000	General Fund	ELL teachers, FRYSC, Principal

Goal 3: All students at Cassidy Elementary school will be proficient in Reading and Math when exiting the primary program

Measurable Objective 1:

Collaborate to increase proficiency in Reading for all students at Cassidy to 100% by 05/31/2013 as measured by K-Prep.

Strategy 1:

Curriculum Assessment & Alignment - Teachers will collaborate both vertically and horizontally to align long range plans to meet Common Core Standards

Activity - Long Range Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to develop long range plans.	Professional Learning	06/01/2012	05/31/2013	\$250	School Council Funds	PD Committee, Principal, Teachers, PSA

Goal 4: All students entering Kindergarten in the fall of 2013 at Cassidy Elementary will be screened using the Brigance

Measurable Objective 1:

Collaborate to screen all entering Kindergarteners with teachers, staff and parents by 08/01/2013 as measured by students enrolled versus the number of students screened.

Strategy 1:

Communication - All parents will be surveyed at pre-registration events about convenient times to attend K-Screenings

Activity - Kindergarten Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schedule and conduct Kindergarten screenings at times convenient for incoming families	Academic Support Program	01/31/2013	08/30/2013	\$0	District Funding	Kindergarten teachers, Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Long Range Planning	Teachers will work together to develop long range plans.	Professional Learning	06/01/2012	05/31/2013	\$250	PD Committee, Principal, Teachers, PSA
Keep Books	Purchase "Keep Books" for Kindergarten students to read at home	Academic Support Program	09/03/2012	05/31/2013	\$1500	Kindergarten teachers, Principal
Training in Culturally Responsive Teaching and Learning	Provide annual training in culturally responsive teaching	Professional Learning	01/31/2013	05/31/2013	\$500	Principal, PD Chair
Total					\$2250	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
F.A.C.E. After School Program	ELL students receive additional instruction in literacy and math skills, along with social development and cultural awareness. The program is guided by two certified teachers and additional staff, community volunteers, and families.	Academic Support Program	09/03/2012	05/03/2013	\$2000	ELL teachers, FRYSC, Principal
Reading Instruction	Provide training on effective, specific literacy instruction as gained from Dr. Reutzel training this year. Continue to send participants to the on-going district follow-up trainings so we can ensure all intervention teachers improve instruction for tier 2 & 3 students.	Professional Learning	08/31/2012	05/31/2013	\$1000	Teachers leaders, Interventionists, PSA, Principal,
Total					\$3000	

District Funding

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

Comprehensive School Improvement Plan

Cassidy Elementary School

Assessing and Monitoring	Students will be assessed using a variety of reading and math assessments bi-weekly to ensure progress is being made. Rtl plans will be adjusted based on progress measures. AimsWeb will be used to monitor students 25th percentile and below.	Academic Support Program	09/03/2012	05/31/2013	\$0	Interventionist s, classroom teachers, support personnel, PSA, Principal
Kindergarten Screening	Schedule and conduct Kindergarten screenings at times convenient for incoming families	Academic Support Program	01/31/2013	08/30/2013	\$0	Kindergarten teachers, Principal
Technology based interventions	Students access web-based resources to practice literacy and math skills through a variety of technology devices	Academic Support Program	09/03/2012	05/31/2013	\$0	Media Specialist, teachers, interventionist s, PSA, Principal
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentor Program	Establish an in house mentoring program for at risk students	Academic Support Program	09/03/2012	05/31/2013	\$0	PSA, Principal, staff
6+1 Traits of Writing	Updates on the implementation of 6+1 Traits of Writing Program will be given during team meetings with needed support identified and implemented by peers, PSA, Principal	Academic Support Program	08/31/2012	05/31/2013	\$0	Grade level chairs, PSA, Principal
Grade Level Book Lists	Book lists will be revised and updated to match lexile level increases throughout both informational and literary texts at each grade level to ensure instructional resources are appropriately available.	Academic Support Program	08/31/2012	05/31/2013	\$0	Grade level chairs, PSA, Principal
Booster Program	Train volunteers to work with struggling students in reading and math using research based programs and strategies	Academic Support Program	09/03/2012	05/31/2013	\$0	Booster Coordinator, PSA, Principal
Team Meetings	Intervention research, best practices, and analyzing data will be done as a team to ensure instructional strategies are matched to the specific deficit of each child. Teams at each grade level meet to plan, discuss and implement interventions. Using benchmark data, K-Prep data as well as formal and informal classroom assessment data teachers will differentiate instruction to meet student needs.	Professional Learning	08/31/2012	05/31/2013	\$0	Classroom Teachers, Interventionist s, PSA, Principal
Engaging Lessons	Share ideas to incorporate technology into reading and math lessons, specific websites and programs to engage students.	Professional Learning	08/29/2012	05/31/2013	\$0	PSA, Principal, Grade Level Chairs

Comprehensive School Improvement Plan

Cassidy Elementary School

Additional Instructional Blocks	Provide additional blocks of math and reading instruction to struggling students	Academic Support Program	09/03/2012	05/31/2013	\$0	Classroom teachers, interventionists, support personnel, PSA, Principal
Analyzing Data	Teachers, interventionists, PSA and Principal collaborate to ensure students are progressing toward grade level standards and individual goals. Data is monitored weekly, goals and instruction are adjusted to meet needs according to individual progress.	Policy and Process	08/31/2012	05/31/2013	\$0	Teachers, Interventionists, PSA, Principal
Tier 2 & 3 instruction	Intervention teachers collaborate with classroom teachers to ensure at risk students receive additional 30 minutes of reading and math instruction from research based program, with lessons matching the identified deficit for each child.	Academic Support Program	01/31/2013	06/03/2013	\$0	Intervention Teachers, Classroom Teachers
Targeted Math Structures	Students will be flexibly grouped for a portion of their daily math instruction to meet specific learning needs: intervention, accelerated, enrichment....	Academic Support Program	08/31/2012	05/31/2013	\$0	Classroom Teachers, Rtl Teachers, PSA, Principal
Math Instruction	Teachers will use a PLC format to develop and share a math curriculum resource list to provide engaging instruction for identified students in GAP.	Professional Learning	01/31/2013	05/31/2013	\$0	Teachers, Interventionists, PSA, Principal
Training Para Educators	Teachers provide training to para educators on effective instructional practices to be used in small group and one on one	Professional Learning	09/03/2012	05/31/2013	\$0	Certified teachers, PSA, Principal
Collecting Data	Teachers and interventionists provide students with periodic reading and math assessments, take running records, conduct DRA, utilize AIMS Web benchmarking and other formative assessments. All students are administered MAP test in fall, winter, and spring each year.	Policy and Process	08/31/2012	05/30/2013	\$0	Teachers, Interventionists, PSA, Principal
Rigorous Assessments	Teacher teams meet to develop rigorous assessments tied to common core for each unit of instruction	Academic Support Program	01/31/2013	05/31/2013	\$0	Grade Level Chairs, PSA
Develop individual students intervention plans	Interventionists, teachers and support personnel will work together to create an individual Rtl plan which includes measurable goals and research based instructional practices	Academic Support Program	09/03/2012	05/31/2013	\$0	Classroom teachers, interventionists, support personnel, PSA, Principal

Comprehensive School Improvement Plan

Cassidy Elementary School

Targeted Reading Structures	Students will be flexibly grouped for a portion of their daily reading instruction based on specific reading needs: intervention, accelerated, enrichment...	Academic Support Program	08/31/2012	05/31/2013	\$0	Classroom Teachers, Reading Specialists, PSA, Principal
					Total	\$0