



Comprehensive School Improvement Plan

Carr Creek Elementary School

Knott County

Dwight Creech
8596 Highway 160 S
Littcarr, KY 41834-9087

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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 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?

Carr Creek Elementary is located in the rich coal fields of Eastern Kentucky. The mining industry is depressed in our area, that has impacted the funding of our school and the lives of our students. Our enrollment has slowly dropped as the amount of jobs in the mining fields has decreased over the last decade. However our school is rich in tradition and has always been a front runner in excellence in education. Carr Creek is the 2nd largest school in Knott County with approximately 350 students. The staff is made up of twenty-seven certified, twenty-four classified employees. Our staff consists of highly qualified teachers focusing on improved student performance. Not only do they give 110% of their knowledge in their given subject area to our students, but are willing to go the extra mile to ensure that each of our students reaches their full potential.

Our school houses a Family Resource Youth Service Center, which plays a vital role in the total education process for our students as well as our parents. The center provides child-care services and after-school childcare services for children two years of age and up. This ensures that children are cared for in a safe, caring environment at all times. The center has also provided training for over 75 parent volunteers during the last 2 years.

Carr Creek Elementary has an extremely active PTO, which is an active partner in all efforts to improve our school and provide better opportunities for our students. The PTO raises funds for student enrichment and school needs. Carr Creek Elementary's PTO is the largest and most active in the entire school district. Our biggest strength is our parent involvement, our community is proud of our tradition of excellence at Carr Creek Elementary.

School's Purpose

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

The mission of Carr Creek Elementary is to ensure a well-balanced Educational program for all students, with a commitment to excellence through quality and equity that will be a responsibility of students, staff, parents and community.

The motto of Carr creek Elementary is: THE KEY TO THE FUTURE LIES WITHIN THE MINDS OF OUR CHILDREN

The faculty at Carr Creek Elementary believes that our purpose is to improve student performance, the overall school climate, and to create an atmosphere of academic excellence. We recognize that all children have the potential to learn, and it is our responsibility to develop that potential. Therefore, we aim to create a positive, safe environment where students, parents, and staff share in the responsibility and commitment to high standards for everyone, so that all children can learn at proficient levels. To foster a deeper commitment to education and to develop our children to their fullest potential, parents and the community must be informed about the school's successes, student achievement, educational opportunities, curricular and extra-curricular activities. The Family Resource Youth Service Center at Carr Creek is a vital part of our success during and after the school day ends.

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.

Carr Creek Elementary excels in many extra-curricular activities. Our Speech Team is comprised of members that successfully compete at local, regional, and state levels. The Carr Creek Academic Team is very competitive; we have teams and individual students winning at both the district and state levels. Our Student Technology Leadership Program is very active showcasing, competing, and winning at all levels. Carr Creek Elementary offers many extra-curricular activities that are open to a majority of our student population. Among these are athletic competitions such as basketball, volleyball, football, cheerleading, track and field, and dance. Students also participate in band, Unite, the Student Council, and the local Spelling Bee.

Student success is also celebrated at Carr Creek. We recognize students who have achieved in academics, speech, athletics, classroom performance, and the prior year's state testing. Our students also compete and are successful in local contests such as the Knott County Conservation Art and Essay Contest as well as the AARP Grandparent Essay contest.

We also recognize students for their attendance throughout the school year as well as at the end of the year.

Over the next three years, the goal of Carr Creek Elementary is to be the top academic school in Knott County on both the EXPLORE and the K-PREP. In order to achieve this, 75% of our students will meet the benchmarks in all areas of the EXPLORE. Our goal is to have no Novice scores and have 75% of our students at the Proficient and/or Distinguished level on the K-Prep.

Additional Information

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

Carr Creek Elementary sits on a hill overlooking Carr Fork Lake. Prior to 1963, when ground was broken for the construction of the lake, Carr Creek, Kentucky was the hub for numerous rural hamlets and hollows. The area's first school, Carr Creek Community Center, was started in 1920 as an elementary school. Three or four years later high school courses were added.

Community members had to overcome many hardships to get the school established. However, they persevered because they desperately wanted their children to have access to an education.

Once an educational institution was established by the banks of singing Carr, Carr Creek basketball evolved into a phenomenon. In 1928 Oscar Morgan, whom many people credit with being the first coach to implement man to man defense in the game of basketball, took a small team to The National Basketball Tournament in Chicago. In 1956, under the coaching of Morton Combs, The Overtime Kids won Kentucky's High School Basketball title. In 1963 Morton Combs, once again, produced a great basketball team and was named Kentucky's Basketball Coach of the Year.

In 1975 Carr Creek High School, along with other county schools, was consolidated into Knott County Central High School. The old high school and gym now houses another organization on Carr Creek Hill. Officially, there is no Carr Creek, Kentucky anymore, because Carr Fork Lake now covers the places where the Carr Creek post office and the original Carr Creek Elementary stood. However, the present Carr Creek Elementary at Litt Carr, Ky. is carrying on the great traditions of academic excellence, great sportsmanship and a close sense of community.

CARR CREEK ELEMENTARY CSIP 2013-2014

Overview

Plan Name

CARR CREEK ELEMENTARY CSIP 2013-2014

Plan Description

The comprehensive plan to enable Carr Creek Elementary School to exceed all state goals, and ensure your students receive a quality education.

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	Carr Creek Elementary will increase the success rate at all grade levels by 2015	Objectives: 1 Strategies: 5 Activities: 16	Organizational	\$96100
2	Carr Creek Elementary will increase the percent of students who are college and career ready by 50% by 2017.	Objectives: 1 Strategies: 4 Activities: 5	Organizational	\$3700
3	By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017	Objectives: 3 Strategies: 15 Activities: 63	Organizational	\$300200
4	Carr Creek Elementary will increase the average reading and math proficiency rates for all students in the non-duplicated gap group from 40.0% to 67.0% by May 2017.	Objectives: 2 Strategies: 6 Activities: 6	Organizational	\$0
5	Carr Creek Elementary will increase the average program review score to 10.5 by 2017.	Objectives: 3 Strategies: 12 Activities: 19	Organizational	\$0
6	Carr Creek Elementary will have 100% highly effective teachers by 2017.	Objectives: 1 Strategies: 5 Activities: 5	Organizational	\$0

Goal 1: Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy 1:

I.A1 Transition Activities - Ensure appropriate learning environment transition by implementing transition activities at all grade levels. (Transition from preschool to kindergarten, primary to intermediate, middle to secondary, and all special education transitions)

Activity - I.A.1.a Kindercamp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A two day orientation for all kindergarten students.	Academic Support Program	08/07/2014	08/08/2014	\$500	District Funding	Principal

Activity - I.A.1.b High School Visit	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All 8th graders will visit KCCHS.	Academic Support Program	05/06/2014	05/06/2014	\$100	General Fund	Testing Coordinator

Activity - I.A.1.c Plan with Preschool	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meet with LKLP head start to foster better communications.	Policy and Process	12/16/2013	12/16/2013	\$0	No Funding Required	Principal, FRYSC Director

Activity - I.A.1.d Preschool Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Invite all local preschools, to bring students on a transitional visit.	Field Trip	04/21/2014	04/21/2014	\$0	No Funding Required	Principal

Strategy 2:

I.A.2 Reduce Retention - Decrease retention, and ensure student progression by tracing and evaluating student progress.

Activity - I.A.2.a Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will submit a list of all students in danger of retention. Parents will be contacted and a parent teacher conference will be requested. All available interventions will be considered.	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	Principal

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Activity - I.A.2.b Extended School Day	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 21st Century Grant will Provide tutoring and enrichment services, before and after the school day.	Tutoring	09/02/2013	06/30/2014	\$80000	Grant Funds	Site Coordinator.

Activity - I.A.2.c Summer School	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A summer school will be provided with transportation. the program will include both enrichment and tutoring.	Tutoring	06/09/2014	06/30/2014	\$15000	Grant Funds	21st Century Site Coordinator.

Activity - 1.A.2.d Parent teacher Conferences	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent teacher conferences will be held after each grading period to discuss student progress, and to collaborate to develop solutions. This is in response to the TELL survey showing that 27% did not feel that parents were involved in decision making.	Parent Involvement	10/24/2013	04/16/2014	\$0	No Funding Required	All Teachers

Strategy 3:

I.A.3 Attendance - Decrease barriers that influence truancy in order to increase attendance.

Activity - I.A.3.a Monthly Attendance Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The DPP will name and claim students with attendance issues and develop strategies to address them..	Behavioral Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	School Attendance Committee

Activity - I.A.3.b Home Contact	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The attendance clerk will call each student who is absent on a regular basis to inquire about the child's well-being.	Behavioral Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Attendance Clerk

Activity - I.A.3.c Home Visits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The family resource center coordinator, principal and DPP will conduct home visits in a timely manner to offer support to parents and students.	Behavioral Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Resource Center Director

Strategy 4:

I.A.4 Targeted Interventions - Targeted intervention for watchlist students.

Activity - I.A.4.a Targeted Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students identified as in danger of retention will be referred for intervention programs.(RTI, 21st century, etc)	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Principal and Classroom Teacher
Activity - 1.A.4.b Math Literacy Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Math Literacy Night will be held to bring parents into the school and increase math and literacy awareness.	Parent Involvement	12/13/2013	12/13/2013	\$500	Title I Schoolwide	Primary Teachers
Activity - I.A.4.c Brigance Screening	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All incoming kindergarten students are screened using the brigance.	Academic Support Program	08/14/2013	08/21/2013	\$0	No Funding Required	Ola Pigman

Strategy 5:

I.A.5 Highly Qualified Teachers - Creek Creek Elementary will attract, and retain highly qualified teachers.

Activity - I.A.5.a Hiring Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will only interview Highly qualified Teachers. all of the cureent staff meet the highly qualified requirements.	Policy and Process	07/01/2013	06/30/2014	\$0	No Funding Required	Principal
Activity - I.A.5.b Recruitment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will host student teachers form Morehead, Alice Llyod, and several other colleges and universities, and provide opportunities for local students to do classroom observations.	Recruitment and Retention	01/01/2014	06/02/2014	\$0	No Funding Required	Principal

Goal 2: Carr Creek Elementary will increase the percent of students who are college and career ready by 50% by 2017.

Measurable Objective 1:

collaborate to increase the benchmark score percentages for grade 8 to the following: English (70); Math (33); and Reading (48) by 09/15/2014 as measured by by the EXPLORE test.

Strategy 1:

II.A.1 Curriculum - Ensure that CCR standards are embedded in the middle school curriculum.

Activity - II.A.1.a Explore Coaching Books	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use Explore Coach Books to teach skills and content necessary to reach benchmarks.	Academic Support Program	01/06/2014	06/02/2014	\$3000	District Funding	Middle School Teachers
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Activity - II.A.1.b Bellringers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use sample EXPLORE questions as bellringers.	Academic Support Program	01/06/2014	06/02/2014	\$0	No Funding Required	Middle School Teachers

Strategy 2:

II.A.2 ILP Development - Utilize the ILP process in conducting on-going College and Career Awareness activities throughout the year for all middle school students.

Activity - II.A.2.a ILP Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILPs will be developed to include interventions to assist struggling students in reaching benchmarks.	Career Preparation/Orientation	12/02/2013	06/02/2014	\$0	No Funding Required	Testing Coordinator and Middle School Teachers

Strategy 3:

II.A.3 Testing Incentives & Support - Students will be encouraged to take advantage of additional testing opportunities (CCR) and will be provided incentives for increased performance.

Activity - II.A.3.a 7th Grade EXPLORE	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 7th grade will take the EXPLORE test and the results will be used to guide instruction.	Academic Support Program	10/17/2013	06/02/2014	\$700	Other	Testing Coordinator and Middle School Teachers

Strategy 4:

II.A.4 Monitoring - A targeted list of students will be developed noting the deficient benchmark areas and CCR/RTI will be populated with students in their designated areas of weakness.

Activity - II.A.4.a Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment notebooks will be used to verify EPAS like assessments	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Teachers

Goal 3: By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy 1:

III.A.1 Curriculum - The school will implement a rigorous language arts curriculum.

Activity - III.A.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers wil develop Common Core based lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers

Activity - III.A.1.b Shared Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work on fluency and comprehension, word recognition, phonemic awareness, and word attack skills.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers

Activity - III.A.1.c Read-a-Loud	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Read-a-Loud strategy will offer students the opportunity to hear a good model of fluency.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers

Activity - III.A.1.d Word Wall	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are introduced to high frequency words along with words connected to reading passages on the word wall.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers

Activity - III.A.1.e Beverly Tyner	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary teachers will effectively use the Beverly Tyner Reading Program. This is a differentiated reading program where instruction is provided based on individual needs and reading levels. Focus is on phonemic awareness, phonics, fluency, vocabulary, and comphehension.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers

Activity - III.A.1.f Technology Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A technology block in the primary schedule will allow students to learn how to use student friendly devices.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers
Activity - III.A.1.g Math in Focus	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Math in Focus program complete with manipulatives to deliver quality instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers
Activity - III.A.1.h Math Calendar	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All primary teachers will use Math Calendar activities to teach basic math concepts.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Primary Teachers

Strategy 2:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Activity - III.A.2.a Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need for reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0	No Funding Required	Principal
Activity - III.A.2.b Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0	No Funding Required	Principal
Activity - 111.A.2.c Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0	No Funding Required	All Teachers

Strategy 3:

III.A.3 RTI - Early interventions, with frequent progress monitoring, will occur across grade levels.

Activity - III.A.3.a Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0	No Funding Required	Primary Teachers

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Activity - III.A.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participating in RTI will have their progress monitored monthly.	Academic Support Program	01/02/2014	06/02/2014	\$0	No Funding Required	RTI Teachers
Activity - III.A.3.c H.S.S Reading Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Remediation in reading for students in kindergarten through third grade will be provided. The teacher and aide use Orton-Gillingham based materials which are explicit, sequential, and structured to offer direct instruction to small groups. Instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$85000	Other	Hindman Settlement School Reading Staff
Activity - III.A.3.d Reading Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Recovery is a twenty week intervention program designed to assist struggling first grade readers. The twenty week program provides one on one instruction with several different lesson components, each component addressing specific areas of reading and writing. Each lesson is individualized based upon the student's performance on the previous lesson.	Direct Instruction	12/02/2013	06/02/2014	\$48000	State Funds	Reading Recovery Teacher
Activity - III.A.3.e STC Reading Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
STC is a literacy program focusing on the 5 components of reading.	Direct Instruction	12/02/2013	06/02/2014	\$75000	Other	STC staff
Activity - III.A.3.f K Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Thirty minutes of small group instruction by the math intervention teacher will be provided daily.	Direct Instruction	12/02/2013	06/02/2014	\$41000	State Funds	Math Recovery Teacher
Activity - III.A.3.g Group Math Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The second grade will be provided interventions by small group instruction by the math recovery teacher.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Math Recovery Teacher
Activity - III.A.3.h Math Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
One on one intervention with 8 first grade students will be conducted.	Direct Instruction	12/02/2013	06/02/2014	\$41000	State Funds	Math Recovery Teacher

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Strategy 4:

III.A.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR,etc) and be provided incentives for increased performance.

Activity - III.A.4.a Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$1000	School Council Funds	Primary Teachers
Activity - III.A.4.b PAST and PHONICS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PAST and PHONICS tests will be given to all primary students.	Academic Support Program	12/03/2013	06/02/2014	\$0	No Funding Required	Primary Teachers
Activity - III.A.4.c Stanford 10 practice test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Stanford 10 practice test will be given to all primary students and the questions will be reviewed periodically.	Academic Support Program	01/07/2014	06/02/2014	\$1000	School Council Funds	Primary Teachers

Strategy 5:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Activity - III.A.5.a STAR MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR Math assessment will be administered to all 2nd grade students, and the results will be used to identify students in need of interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	2nd Grade Teachers
Activity - III.A.5.b STAR READING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students will take the STAR or EARLY STAR reading assessment and results will be used to monitor progress.	Academic Support Program	12/03/2013	06/02/2014	\$0	No Funding Required	Primary Teachers
Activity - III.A.5.c I & I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0	No Funding Required	Principal
Activity - III.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0	No Funding Required	All Teachers
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Measurable Objective 2:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy 1:

III.B.1 Curriculum - The school will implement a rigorous language arts curriculum.

Activity - III.B.1.a Math Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 Ways to Differentiate Instruction and increase student achievement.	Direct Instruction	01/02/2014	06/02/2014	\$0	No Funding Required	Elementary Math Teachers

Activity - III.B.1.b Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop Common Core Standards based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	01/02/2014	06/02/2014	\$0	No Funding Required	All Elementary Teachers

Activity - III.B.1.c Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary math teachers will use the manipulatives and hands on activities for the Math in Focus Program.	Direct Instruction	01/02/2014	06/02/2014	\$0	No Funding Required	Elementary Math Teachers

Activity - III.B.1.d Tyner Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tyner Reading groups will be used in the 5th grade.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	5th Grade Reading Teacher

Activity - III.B.1.e Exemplary Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate exemplary text material into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Elementary Reading Teachers

Strategy 2:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

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Activity - III.B.2.a Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 3 hour Professional Development will be given on text complexity t address the fact that 50% of teachers indicated a need PD on reading.	Professional Learning	12/02/2013	12/02/2013	\$0	No Funding Required	Principal
Activity - III.B.2.b Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 3 hour Professional Development will be given on writing.	Professional Learning	12/09/2013	12/09/2013	\$0	No Funding Required	Principal
Activity - 111.B.3.c Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0	No Funding Required	All Teachers

Strategy 3:

III.B.3 RTI - Use early interventions, progress monitoring, and research-based interventions.

Activity - III.B.3.a Name & Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0	No Funding Required	All Elementary Teachers.
Activity - 111.B.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All intervention students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	RTI teachers

Strategy 4:

III.B.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR,etc) and provided incentives for increased performance.

Activity - III.B.4.a Stanford 10 Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Stanford 10 practice test will be given, and teachers will use questions as bellringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000	School Council Funds	Elementary Staff
Activity - III.B.4.b Reading Eggs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading Eggs will be used to differentiate instruction and practice individual skills.	Academic Support Program	12/02/2013	06/02/2014	\$1200	School Council Funds	Elementary Reading Teachers

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Activity - III.B.4.c Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$5000	District Funding	All Elementary Teachers

Strategy 5:

III.B.5 Monitoring - Student progress will be monitored, and teachers will respond to student needs.

Activity - 111.B.5.a STAR math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary students will be given STAR math, and the results will be used to determine the need for interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Elementary Math Teachers

Activity - III.B.5.b Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All elementary teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	All Elementary Teachers

Activity - III.B.5.c STAR Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR reading assessment will be administered to all elementary students and used to measure progress.	Academic Support Program	12/03/2013	06/02/2014	\$0	No Funding Required	All Elementary Reading Teachers

Activity - III.B.5.d I&I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will perform quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0	No Funding Required	Principal

Activity - 111.B.5.e CSIP Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0	No Funding Required	All teachers

Measurable Objective 3:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy 1:

III.C.1 Curriculum - The school will ensure the implementation of a rigorous language arts curriculum.

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Activity - II.C.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop Common Core based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	All Middle School Teachers
Activity - III.C.1.b TI-Inspire	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 7th and 8th grade math teacher will integrate the use of the TI-Inspire calculators into daily instruction.	Technology	12/02/2013	06/02/2014	\$0	No Funding Required	7th and 8th grade Math Teacher
Activity - III.C.1.c Manipulatives	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Middle School Math teachers will incorporate algebra tiles in order to teach linear equations. Counters, number tiles, spinners, number cubes, and fraction tiles will be used to teach math standards.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Math Teachers
Activity - III.C.1.d Math Tools	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 ways to Differentiate Instruction and Increase Student Engagement.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Math Teachers
Activity - III.C.1.e Tyner Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are grouped by reading levels, and engage in fluency, word study, and comprehension activities following Tyner instructions.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Language Teachers
Activity - III.C.1.f Exemplary Text	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate exemplary text materials into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Reading Teachers

Strategy 2:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Activity - III.C.2.a Text Complexity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 3 hour Professional Development session will be delivered on Text Complexity to address the need indicated on the TELL survey.	Professional Learning	12/02/2013	12/02/2013	\$0	No Funding Required	Principal

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Activity - III.C.2.b Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0	No Funding Required	Principal

Activity - III.C.2.c TI-Inspire Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The 7th and 8th grade math teacher will receive training throughout the year from Alicia Page.	Professional Learning	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Math Teacher

Activity - 111.C.2.d Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0	No Funding Required	All Teachers

Strategy 3:

III.C.3 RTI - Use early intervention, frequent progress monitoring, and research based instructional interventions across the grade levels.

Activity - II.C.3.a Name and Claim	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will identify all students scoring novice on last years K-PREP.	Academic Support Program	12/02/2013	12/02/2013	\$0	No Funding Required	All Middle School Teachers

Activity - III.C.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All RTI students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	RTI Teachers

Strategy 4:

III.C.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR) and provided incentives for increased performance.

Activity - III.C.4.a Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	All Middle School Teachers

Activity - III.C.4.b Stanford 10 Practice Test	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Stanford 10 practice test will be administered, and teachers will use the questions for bell ringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000	School Council Funds	Middle School Teachers

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Strategy 5:

III.C.5 Monitoring - Teachers will monitor student progress and respond to the students' instructional needs.

Activity - III.C.5.a STAR MATH	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The STAR MATH assessment will be given to all middle school students to determine the current level of instruction and to identify those students in need of interventions.	Academic Support Program	12/03/2013	06/02/2014	\$0	No Funding Required	Middle School Math Teachers
Activity - III.C.5.b Assessment Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	All Middle School Teachers
Activity - III.C.5.c STAR READING	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All middle school students will take the STAR Reading assessment and the results will be used to monitor progress and assess instruction.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Middle School Reading Teachers
Activity - III.C.5.d I&I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0	No Funding Required	Principal
Activity - 111.C.5.e CSIP Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff meet and reviewed all available data and strengthened the csip. (program review data, schol report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0	No Funding Required	All teachers

Goal 4: Carr Creek Elementary will increase the average reading and math proficiency rates for all students in the non-duplicated gap group from 40.0% to 67.0% by May 2017.

Measurable Objective 1:

collaborate to increase the combined elementary school(3-5) reading, and math elementary proficiency ratings for all students in the non-duplicated gap group from 42.34 to 47.3 by 06/02/2014 as measured by the K-PREP assessment.

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Strategy 1:

IV.A.1 Interventions - Targeted interventions, frequent progress monitoring, and research based instructional strategies.

Activity - IV.A.1.a Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Special Education teachers will use Tyner, Reading Eggs, Coach books, Readingworks.org and other small group activities.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Special Education Teachers

Strategy 2:

IV.A.2 IEP Progress Monitoring - Protocol developed for special education teachers

Activity - IV.A.2.a Check Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education teachers will develop and maintain check sheets to monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	Special Education Teachers

Strategy 3:

IV.A.3 Program Monitoring - Monitoring of student progress and all intervention programs

Activity - IV.A.3.a Monitoring Progress	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor all check sheets to ensure completion and student progress.	Academic Support Program	12/02/2013	06/02/2014	\$0	No Funding Required	Principal

Measurable Objective 2:

collaborate to increase the combined middle school(6-8) reading and math proficiency ratings in the non-duplicated gap group from 40.2 to 43.9 by 06/02/2014 as measured by the K-PREP assessment.

Strategy 1:

IV.B.1 Interventions - Use of targeted interventions, progress monitoring, and research-based instructional strategies.

Activity - IV.B.i.a Differentiated Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education teachers will use Tyner, Study Island, Reading Eggs, Coach Books, Readingworks.org and other forms of small group instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	Special Education Teachers

Strategy 2:

IV.B.2 IEP Progress Monitoring - Protocol developed for special education teachers.

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Activity - IV.B.2.a Check Sheets	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All special education teachers will maintain check sheets to show student progress.	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	All Special Education Teachers

Strategy 3:

IV.B.3 Program Monitoring - Monitoring of student progress and all intervention programs.

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will monitor check sheets monthly to ensure compliance and monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0	No Funding Required	Principal

Goal 5: Carr Creek Elementary will increase the average program review score to 10.5 by 2017.

Measurable Objective 1:

collaborate to increase the program review score for writing from 5.7 to 8.0 by 06/02/2014 as measured by the writing program review score.

Strategy 1:

V.A.1 curriculum - Develop and implement curriculum and instructional strategies that meet the demands of the program review.

Activity - V.A.1.a Lucy Calkins	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Fully implement the Lucy Calkins Writing Program for grades K-5.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	All Language Arts Teachers

Activity - V.A.1.b Modeling	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through technology teachers will model mini lessons to demonstrate all things writers do to reach proficiency.	Direct Instruction	12/02/2013	06/02/2014	\$0	No Funding Required	All Language Arts Teachers

Activity - V.A.1.c Language Arts Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Language Arts Curriculum will be adopted by the SBDM.	Policy and Process	01/13/2014	01/13/2014	\$0	No Funding Required	Principal

Strategy 2:

V.A.2 Professional Development - Provide professional development that meets the demands of the program review.

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Activity - V.A.2.a Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A pd will be given on text complexity	Professional Learning	12/02/2013	12/02/2013	\$0	No Funding Required	Principal

Activity - V.A.2.b Writing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A Professional Development session will be given on the writing process as it relates to the new standards.	Professional Learning	12/09/2013	12/09/2013	\$0	No Funding Required	Principal

Strategy 3:

V.A.3 Assessments - Develop and implement formative and summative assessments that meet the demands of the program review.

Activity - V.A.3.a CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use CIITS and other available online assessments to monitor student progress in writing.	Academic Support Program	01/06/2014	06/02/2014	\$0	No Funding Required	All Language Arts Teachers.

Strategy 4:

V.A.4 Monitoring - Develop and implement school policies and administrative monitoring that meets the demands of the program review.

Activity - V.A.4.a Literacy Policy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will review the literacy policy.	Policy and Process	03/10/2014	03/10/2014	\$0	No Funding Required	Principal

Activity - V.A.4.b I&I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two I&I's will be done to monitor the progress of the program reviews and make adjustments.	Policy and Process	11/07/2013	04/07/2014	\$0	No Funding Required	All Teachers

Measurable Objective 2:

collaborate to increase the program review score for Arts and Humanities from 2.0 to 8.0 by 06/02/2014 as measured by the program review score.

Strategy 1:

V.B.1 Curriculum - Implement curriculum and instructional strategies that will meet the demands of the program review process.

Activity - V.B.1.a Adopt Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SBDM will adopt a Art/Humanities curriculum.	Academic Support Program	01/13/2014	01/13/2014	\$0	No Funding Required	Principal

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Activity - V.B.1.b Rotation of Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Arts/Humanities curriculum will be divided into parts and taught through rotation classes.	Academic Support Program	01/06/2014	01/06/2014	\$0	No Funding Required	All Teachers

Activity - V.B.1.c KET Tool Kits	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
KET tool kits will be used to assist staff in teaching arts curriculum.	Academic Support Program	01/20/2014	01/20/2014	\$0	No Funding Required	All teachers assigned to Art Curriculum

Strategy 2:

V.B.2 Professional Development - Provide professional development that meets the requirements of the program review.

Activity - V.B.2.a.KET trainer	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A KET trainer will train the staff on the KET Tool Kits.	Professional Learning	01/14/2014	01/14/2014	\$0	No Funding Required	Principal

Strategy 3:

V.B.3 Assessments - Develop and implement formative and summative assessments that meet the demands of the program review.

Activity - V.B.3.a CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS and other online sources will be used to access both formative and summative assessments.	Professional Learning	01/06/2014	06/02/2014	\$0	No Funding Required	All teachers assigned to teach the art curriculum.

Strategy 4:

V.B.4 Monitoring - Develop and implement policies and administrative monitoring that meet the demands of the program review.

Activity - V.B.4.a I&I	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Two I&I 's will be conducted to monitor the progress of the program review process and plan adjustments.	Policy and Process	11/05/2013	04/07/2014	\$0	No Funding Required	All Teachers

Measurable Objective 3:

collaborate to increase the program review score for Practical Living & Career Studies from 1.6 to 8.0 by 06/02/2014 as measured by the program review score.

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Strategy 1:

V.C.1 Curriculum - Develop and implement curriculum and instructional strategies that meet the demands of the program review.

Activity - V.C.1.a Curriculum	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A curriculum for vocational studies/practical living will be adopted by the SBDM.	Academic Support Program	01/13/2014	01/13/2014	\$0	No Funding Required	Principal

Activity - V.C.1.b Rotational Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Rotational classes will be taught to cover the curriculum for practical living and vocational studies.	Direct Instruction	01/06/2014	06/02/2014	\$0	No Funding Required	All teachers assigned to rotational classes.

Strategy 2:

V.C.2 Professional Development - Provide professional development that meets the demands of the program review.

Activity - V.C.2.a PD 360	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be offered through PD 360.	Professional Learning	01/06/2014	06/02/2014	\$0	No Funding Required	All teachers assigned to teach practical living/vocational studies.

Strategy 3:

V.C.3 Assessments - Develop and implement formative and summative assessments that meet the demands of the program Review.

Activity - V.C.3a CIITS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CIITS and other online resources will be used to access formative and summative assessments.	Academic Support Program	01/06/2014	06/02/2014	\$0	No Funding Required	All teachers assigned to teach vocational studies/practical living

Strategy 4:

V.C.4 Monitoring - Develop and implement school policies and administrative monitoring that will meet the demands of the program review.

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Activity - V.C.4.a Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct I&I twice yearly	Policy and Process	11/07/2013	04/07/2014	\$0	No Funding Required	Principal

Goal 6: Carr Creek Elementary will have 100% highly effective teachers by 2017.

Measurable Objective 1:

collaborate to create and implement a TPGES program implementation plan in preparation of the upcoming 2014-2015 school year by 06/02/2014 as measured by the plan and forms produced by the implementation.

Strategy 1:

VI.A.1 Danielson Framework - Develop and provide training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Activity - VI.A.1.a Framework Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training sessions to familiarize the staff with the new evaluation system	Professional Learning	01/16/2014	01/28/2014	\$0	No Funding Required	Principal

Strategy 2:

VI.A.2 Setting Goals - Provide training on student growth goals.

Activity - VI.A.2.a PD Student Growth Goals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training on student growth goals	Professional Learning	03/11/2014	03/25/2014	\$0	No Funding Required	Principal

Strategy 3:

VI.A.3 Professional Growth - Provide training for Professional growth Goals and TPGES Professional Growth Plan.

Activity - VI.A.3.a Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher training sessions on growth goals and professional growth plans	Professional Learning	04/08/2014	04/22/2014	\$0	No Funding Required	Principal

Strategy 4:

VI.A.4 Student Voice - Provide training for the implementation of the student voice survey.

Activity - Vi.A.4.a Student Voice Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teacher training session on the student voice piece of the TEGES.	Professional Learning	05/06/2014	05/06/2014	\$0	No Funding Required	Principal
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Strategy 5:

VI.A.5 Schedule Timelines - Develop and implement an administrative observation and evaluation schedule.

Activity - VI.A.5.a Evaluation Schedule	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal will develop a schedule for the PGES process for 2014-2015.	Policy and Process	04/28/2014	04/28/2014	\$0	No Funding Required	Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
III.A.3.h Math Recovery	One on one intervention with 8 first grade students will be conducted.	Direct Instruction	12/02/2013	06/02/2014	\$41000	Math Recovery Teacher
III.A.3.d Reading Recovery	Reading Recovery is a twenty week intervention program designed to assist struggling first grade readers. The twenty week program provides one on one instruction with several different lesson components, each component addressing specific areas of reading and writing. Each lesson is individualized based upon the student's performance on the previous lesson.	Direct Instruction	12/02/2013	06/02/2014	\$48000	Reading Recovery Teacher
III.A.3.f K Math Interventions	Thirty minutes of small group instruction by the math intervention teacher will be provided daily.	Direct Instruction	12/02/2013	06/02/2014	\$41000	Math Recovery Teacher
Total					\$130000	

Grant Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I.A.2.c Summer School	A summer school will be provided with transportation. the program will include both enrichment and tutoring.	Tutoring	06/09/2014	06/30/2014	\$15000	21rst Century Site Coordinator.
I.A.2.b Extended School Day	The 21rst Century Grant will Provide tutoring and enrichment services, before and after the school day.	Tutoring	09/02/2013	06/30/2014	\$80000	Site Coordinator.
Total					\$95000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
III.B.4.c Study Island	Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$5000	All Elementary Teachers

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I.A.1.a Kindercamp	A two day orientation for all kindergarten students.	Academic Support Program	08/07/2014	08/08/2014	\$500	Principal
II.A.1.a Explore Coaching Books	Teachers will use Explore Coach Books to teach skills and content necessary to reach benchmarks.	Academic Support Program	01/06/2014	06/02/2014	\$3000	Middle School Teachers
Total					\$8500	

School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
!!!.C.4.b Stanford 10 Practice Test	The Stanford 10 practice test will be administered, and teachers will use the questions for bell ringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000	Middle School Teachers
III.B.4.b Reading Eggs	Reading Eggs will be used to differentiate instruction and practice individual skills.	Academic Support Program	12/02/2013	06/02/2014	\$1200	Elementary Reading Teachers
III.A.4.a Reading Eggs	Reading Eggs will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$1000	Primary Teachers
III.B.4.a Stanford 10 Practice Test	The Stanford 10 practice test will be given, and teachers will use questions as bellringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000	Elementary Staff
III.A.4.c Stanford 10 practice test	A Stanford 10 practice test will be given to all primary students and the questions will be reviewed periodically.	Academic Support Program	01/07/2014	06/02/2014	\$1000	Primary Teachers
Total					\$5200	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
I.A.1.b High School Visit	All 8th graders will visit KCCHS.	Academic Support Program	05/06/2014	05/06/2014	\$100	Testing Coordinator
Total					\$100	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
1.A.4.b Math Literacy Math	A Math Literacy Night will be held to bring parents into the school and increase math and literacy awareness.	Parent Involvement	12/13/2013	12/13/2013	\$500	Primary Teachers
Total					\$500	

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Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
III.A.3.e STC Reading Program	STC is a literacy program focusing on the 5 components of reading.	Direct Instruction	12/02/2013	06/02/2014	\$75000	STC staff
II.A.3.a 7th Grade EXPLORE	The 7th grade will take the EXPLORE test and the results will be used to guide instruction.	Academic Support Program	10/17/2013	06/02/2014	\$700	Testing Coordinator and Middle School Teachers
III.A.3.c H.S.S Reading Lab	Remediation in reading for students in kindergarten through third grade will be provided. The teacher and aide use Orten-Gillinham based materials which are explicit, sequential, and structured to offer direct instruction to small groups. Instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$85000	Hindman Settlement School Reading Staff
Total					\$160700	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
III.B.5.d I&I	The SBDM will perform quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0	Principal
III.A.5.b STAR READING	All students will take the STAR or EARLY STAR reading assessment and results will be used to monitor progress.	Academic Support Program	12/03/2013	06/02/2014	\$0	Primary Teachers
111.A.5.d CSIP Planning	The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0	All Teachers
III.A.1.g Math in Focus	Teachers will use the Math in Focus program complete with manipulatives to deliver quality instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers
III.B.2.b Writing	A 3 hour Professional Development will be given on writing.	Professional Learning	12/09/2013	12/09/2013	\$0	Principal
III.C.5.a STAR MATH	The STAR MATH assessment will be given to all middle school students to determine the current level of instruction and to identify those students in need of interventions.	Academic Support Program	12/03/2013	06/02/2014	\$0	Middle School Math Teachers
III.B.2.a Text Complexity	A 3 hour Professional Development will be given on text complexity to address the fact that 50% of teachers indicated a need PD on reading.	Professional Learning	12/02/2013	12/02/2013	\$0	Principal

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V.C.2.a PD 360	Professional Development will be offered through PD 360.	Professional Learning	01/06/2014	06/02/2014	\$0	All teachers assigned to teach practical living/vocational studies.
IV.A.1.a Differentiated Instruction	Special Education teachers will use Tyner, Reading Eggs, Coach books, Readingworks.org and other small group activities.	Direct Instruction	12/02/2013	06/02/2014	\$0	Special Education Teachers
III.A.1.b Shared Reading	Students will work on fluency and comprehension, word recognition, phonemic awareness, and word attack skills.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers
V.C.4.a Monitoring	Conduct I&I twice yearly	Policy and Process	11/07/2013	04/07/2014	\$0	Principal
111.C.2.d Data Analysis	A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0	All Teachers
I.A.3.b Home Contact	The attendance clerk will call each student who is absent on a regular basis to inquire about the child's well-being.	Behavioral Support Program	12/02/2013	06/02/2014	\$0	Attendance Clerk
111.B.5.e CSIP Planning	The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0	All teachers
II.A.2.a ILP Development	ILPs will be developed to include interventions to assist struggling students in reaching benchmarks.	Career Preparation/Orientation	12/02/2013	06/02/2014	\$0	Testing Coordinator and Middle School Teachers
I.A.1.d Preschool Visits	Invite all local preschools, to bring students on a transitional visit.	Field Trip	04/21/2014	04/21/2014	\$0	Principal
V.B.4.a I&I	Two I&I 's will be conducted to monitor the progress of the program review process and plan adjustments.	Policy and Process	11/05/2013	04/07/2014	\$0	All Teachers
III.A.1.h Math Calendar	All primary teachers will use Math Calendar activities to teach basic math concepts.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers
111.B.3.b Progress Monitoring	All intervention students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0	RTI teachers
V.A.2.a Professional Development	A pd will be given on text complexity	Professional Learning	12/02/2013	12/02/2013	\$0	Principal
111.C.5.e CSIP Planning	The staff meet and reviewed all available data and strengthened the csip. (program review data, school report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0	All teachers
III.C.5.d I&I	The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0	Principal
VI.A.5.a Evaluation Schedule	The principal will develop a schedule for the PGES process for 2014-2015.	Policy and Process	04/28/2014	04/28/2014	\$0	Principal

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III.B.1.c Manipulatives	All elementary math teachers will use the manipulatives and hands on activities for the Math in Focus Program.	Direct Instruction	01/02/2014	06/02/2014	\$0	Elementary Math Teachers
!!!.A.5.a STAR MATH	The STAR Math assessment will be administered to all 2nd grade students, and the results will be used to identify students in need of interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0	2nd Grade Teachers
Progress Monitoring	The principal will monitor check sheets monthly to ensure compliance and monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0	Principal
V.C.3a CIITS	CIITS and other online resources will be used to access formative and summative assessments.	Academic Support Program	01/06/2014	06/02/2014	\$0	All teachers assigned to teach vocational studies/practical living
V.A.1.a Lucy Calkins	Fully implement the Lucy Calkins Writing Program for grades K-5.	Direct Instruction	12/02/2013	06/02/2014	\$0	All Language Arts Teachers
III.C.1.f Exemplary Text	Teachers will incorporate exemplary text materials into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0	Middle School Reading Teachers
III.A.2.a Text Complexity	A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need for reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0	Principal
I.A.4.a Targeted Interventions	Students identified as in danger of retention will be referred for intervention programs.(RTI, 21st century, etc)	Academic Support Program	12/02/2013	06/02/2014	\$0	Principal and Classroom Teacher
I.A.5.b Recruitment	The school will host student teachers from Morehead, Alice Llyod, and several other colleges and universities, and provide opportunities for local students to do classroom observations.	Recruitment and Retention	01/01/2014	06/02/2014	\$0	Principal
V.A.3.a CIITS	Teachers will use CIITS and other available online assessments to monitor student progress in writing.	Academic Support Program	01/06/2014	06/02/2014	\$0	All Language Arts Teachers.
III.C.1.c Manipulatives	Middle School Math teachers will incorporate algebra tiles in order to teach linear equations. Counters, number tiles, spinners, number cubes, and fraction tiles will be used to teach math standards.	Direct Instruction	12/02/2013	06/02/2014	\$0	Middle School Math Teachers
VI.A.3.a Teacher Training	Teacher training sessions on growth goals and professional growth plans	Professional Learning	04/08/2014	04/22/2014	\$0	Principal
V.A.1.b Modeling	Through technology teachers will model mini lessons to demonstrate all things writers do to reach proficiency.	Direct Instruction	12/02/2013	06/02/2014	\$0	All Language Arts Teachers
IV.A.3.a Monitoring Progress	The principal will monitor all check sheets to ensure completion and student progress.	Academic Support Program	12/02/2013	06/02/2014	\$0	Principal

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V.B.3.a CIITS	CIITS and other online sources will be used to access both formative and summative assessments.	Professional Learning	01/06/2014	06/02/2014	\$0	All teachers assigned to teach the art curriculum.
III.A.2.b Writing	A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0	Principal
I.A.5.a Hiring Practices	The SBDM will only interview Highly qualified Teachers. all of the curreent staff meet the highly qualified requirements.	Policy and Process	07/01/2013	06/30/2014	\$0	Principal
111.B.3.c Data Analysis	A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0	All Teachers
III.C.1.e Tyner Groups	Students are grouped by reading levels, and engage in fluency, word study, and comprehension activities following Tyner instructions.	Direct Instruction	12/02/2013	06/02/2014	\$0	Middle School Language Teachers
II.A.1.b Bellringers	Teachers will use sample EXPLORE questions as bellringers.	Academic Support Program	01/06/2014	06/02/2014	\$0	Middle School Teachers
II.C.3.a Name and Claim	Teachers will identify all students scoring novice on last years K-PREP.	Academic Support Program	12/02/2013	12/02/2013	\$0	All Middle School Teachers
111.A.2.c Data Analysis	A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0	All Teachers
III.C.3.b Progress Monitoring	All RTI students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0	RTI Teachers
VI.A.2.a PD Student Growth Goals	Teacher training on student growth goals	Professional Learning	03/11/2014	03/25/2014	\$0	Principal
III.C.4.a Study Island	Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$0	All Middle School Teachers
II.A.4.a Assessment Notebooks	Assessment notebooks will be used to verify EPAS like assessments	Policy and Process	12/02/2013	06/02/2014	\$0	Middle School Teachers
III.A.1.d Word Wall	Students are introduced to high frequency words along with words connected to reading passages on the word wall.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers
IV.B.2.a Check Sheets	All special education teachers will maintain check sheets to show student progress.	Policy and Process	12/02/2013	06/02/2014	\$0	All Special Education Teachers
III.A.5.c I & I	The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0	Principal
III.B.1.e Exemplary Text	Teachers will incorprate exemplary text material into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0	Elementary Reading Teachers
IV.A.2.a Check Sheets	All special education teachers will develop and maintain check sheets to monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0	Special Education Teachers

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I.A.3.c Home Visits	The family resource center coordinator, principal and DPP will conduct home visits in a timely manner to offer support to parents and students.	Behavioral Support Program	12/02/2013	06/02/2014	\$0	Resource Center Director
IV.B.i.a Differentiated Instruction	All special education teachers will use Tyner, Study Island, Reading Eggs, Coach Books, Readingworks.org and other forms of small group instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0	Special Education Teachers
III.C.1.b TI-Inspire	The 7th and 8th grade math teacher will integrate the use of the TI-Inspire calculators into daily instruction.	Technology	12/02/2013	06/02/2014	\$0	7th and 8th grade Math Teacher
II.C.1.a Standards Based Instruction	Teachers will develop Common Core based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	12/02/2013	06/02/2014	\$0	All Middle School Teachers
V.A.1.c Language Arts Curriculum	A Language Arts Curriculum will be adopted by the SBDM.	Policy and Process	01/13/2014	01/13/2014	\$0	Principal
III.A.3.g Group Math Interventions	The second grade will be provided interventions by small group instruction by the math recovery teacher.	Academic Support Program	12/02/2013	06/02/2014	\$0	Math Recovery Teacher
III.C.2.b Writing	A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0	Principal
V.A.4.b I&I	Two I&I's will be done to monitor the progress of the program reviews and make adjustments.	Policy and Process	11/07/2013	04/07/2014	\$0	All Teachers
III.B.5.b Assessment Notebooks	All elementary teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0	All Elementary Teachers
III.C.5.c STAR READING	All middle school students will take the STAR Reading assessment and the results will be used to monitor progress and assess instruction.	Academic Support Program	12/02/2013	06/02/2014	\$0	Middle School Reading Teachers
V.C.1.a Curriculum	A curriculum for vocational studies/practical living will be adopted by the SBDM.	Academic Support Program	01/13/2014	01/13/2014	\$0	Principal
VI.A.1.a Framework Training	Training sessions to familiarize the staff with the new evaluation system	Professional Learning	01/16/2014	01/28/2014	\$0	Principal
V.B.1.a Adopt Curriculum	The SBDM will adopt a Art/Humanities curriculum.	Academic Support Program	01/13/2014	01/13/2014	\$0	Principal
III.B.5.c STAR Reading	The STAR reading assessment will be administered to all elementary students and used to measure progress.	Academic Support Program	12/03/2013	06/02/2014	\$0	All Elementary Reading Teachers
III.C.2.a Text Complexity	A 3 hour Professional Development session will be delivered on Text Complexity to address the need indicated on the TELL survey.	Professional Learning	12/02/2013	12/02/2013	\$0	Principal
!!!.B.3.a Name & Claim	Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0	All Elementary Teachers.

Comprehensive School Improvement Plan

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!!!.B.1.d Tyner Groups	Tyner Reading groups will be used in the 5th grade.	Direct Instruction	12/02/2013	06/02/2014	\$0	5th Grade Reading Teacher
V.A.2.b Writing Professional Development	A Professional Development session will be given on the writing process as it relates to the new standards.	Professional Learning	12/09/2013	12/09/2013	\$0	Principal
V.B.1.c KET Tool Kits	KET tool kits will be used to assist staff in teaching arts curriculum.	Academic Support Program	01/20/2014	01/20/2014	\$0	All teachers assigned to Art Curriculum
III.C.5.b Assessment Notebooks	All middle school teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0	All Middle School Teachers
V.C.1.b Rotational Classes	Rotational classes will be taught to cover the curriculum for practical living and vocational studies.	Direct Instruction	01/06/2014	06/02/2014	\$0	All teachers assigned to rotational classes.
III.A.4.b PAST and PHONICS	The PAST and PHONICS tests will be given to all primary students.	Academic Support Program	12/03/2013	06/02/2014	\$0	Primary Teachers
III.A.3.b Progress Monitoring	Students participating in RTI will have their progress monitored monthly.	Academic Support Program	01/02/2014	06/02/2014	\$0	RTI Teachers
1.A.2.d Parent teacher Conferences	Parent teacher conferences will be held after each grading period to discuss student progress, and to collaborate to develop solutions. This is in response to the TELL survey showing that 27% did not feel that parents were involved in decision making.	Parent Involvement	10/24/2013	04/16/2014	\$0	All Teachers
III.C.1.d Math Tools	Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 ways to Differentiate Instruction and Increase Student Engagement.	Direct Instruction	12/02/2013	06/02/2014	\$0	Middle School Math Teachers
III.A.1.e Beverly Tyner	All primary teachers will effectively use the Beverly Tyner Reading Program. This is a differentiated reading program where instruction is provided based on individual needs and reading levels. Focus is on phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers
V.B.2.a.KET trainer	A KET trainer will train the staff on the KET Tool Kits.	Professional Learning	01/14/2014	01/14/2014	\$0	Principal
III.A.1.f Technology Block	A technology block in the primary schedule will allow students to learn how to use student friendly devices.	Academic Support Program	12/02/2013	06/02/2014	\$0	Primary Teachers
I.A.2.a Monitoring	All teachers will submit a list of all students in danger of retention. Parents will be contacted and a parent teacher conference will be requested. All available interventions will be considered.	Policy and Process	12/02/2013	06/02/2014	\$0	Principal
III.A.1.a Standards Based Instruction	Teachers will develop Common Core based lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers

Comprehensive School Improvement Plan

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V.A.4.a Literacy Policy	The SBDM will review the literacy policy.	Policy and Process	03/10/2014	03/10/2014	\$0	Principal
I.A.3.a Monthly Attendance Meetings	The DPP will name and claim students with attendance issues and develop strategies to address them..	Behavioral Support Program	12/02/2013	06/02/2014	\$0	School Attendance Committee
III.C.2.c TI-Inspire Training	The 7th and 8th grade math teacher will receive training throughout the year from Alicia Page.	Professional Learning	12/02/2013	06/02/2014	\$0	Middle School Math Teacher
III.B.1.b Standards Based Instruction	Teachers will develop Common Core Standards based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	01/02/2014	06/02/2014	\$0	All Elementary Teachers
III.A.3.a Name & Claim	Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0	Primary Teachers
Vi.A.4.a Student Voice Training	Teacher training session on the student voice piece of the TEGES.	Professional Learning	05/06/2014	05/06/2014	\$0	Principal
III.A.1.c Read-a-Loud	The Read-a-Loud strategy will offer students the opportunity to hear a good model of fluency.	Direct Instruction	12/02/2013	06/02/2014	\$0	Primary Teachers
I.A.1.c Plan with Preschool	Meet with LKLP head start to foster better communications.	Policy and Process	12/16/2013	12/16/2013	\$0	Principal, FRYSC Director
V.B.1.b Rotation of Classes	The Arts/Humanities curriculum will be divided into parts and taught through rotation classes.	Academic Support Program	01/06/2014	01/06/2014	\$0	All Teachers
I.A.4.c Brigance Screening	All incoming kindergarten students are screened using the brigance.	Academic Support Program	08/14/2013	08/21/2013	\$0	Ola Pigman
III.B.1.a Math Tools	Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 Ways to Differentiate Instruction and increase student achievement.	Direct Instruction	01/02/2014	06/02/2014	\$0	Elementary Math Teachers
111.B.5.a STAR math	All elementary students will be given STAR math, and the results will be used to determine the need for interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0	Elementary Math Teachers
Total					\$0	

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 want to know how our students performed as compared to other students in the state and nation. In addition, we also want to know what strategies worked or did not work from the previous school year. We want to identify existing gaps in content and grade areas.

The data tells us that although significant student growth was evidenced in both math and reading, our students still performed below their peers in both the district and state at most grade levels. The growth evidenced in individual students tells us that many of our teaching strategies were effective; however, the gap between our students and the state average shows that we still need to implement more effective strategies.

The data does not tell us what specific types of questions our students performed well or poorly on. The data does not tell us the causes for the deficit performances in reading and math.

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 special needs population scored significantly higher than on previous years' tests. We will continue to practice test with proctors and provide the appropriate accommodations throughout the school year and maximize their effectiveness.

Two content areas of strength were science and social studies. Our students out-performed the district and the state in these two content areas. Our teachers will continue to teach content which is aligned to the standards in a rigorous fashion.

Our fourth grade students scored higher than the other elementary groups in reading and math in our school. We plan on implementing successful strategies that were used by the fourth grade at other grade levels.

One area of strength is our community relations. Our newsletters and resource center sponsored activities as well as our PTO have proved to be effective. A great strength of our school has been the ability to locate outside funding sources. Organizations such as donors choose, and children incorporated have provided over \$250,000 in funding. This funding has been used to provide tutoring, technology, and other valuable resources.

Opportunities for Improvement

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

Reading is a definite area needing improvement in the middle grades. We are in the second year of incorporating the Big Block program into our middle school Language Arts. We are also in the second year of incorporating the Beverly Tyner Program into our reading groups in grades 5 - 8; this program will allow students to receive explicit instruction at their current reading levels. The Beverly Tyner program has been successful with our primary students, and we saw great success in the middle grades last year..

Another potential growth area at all grade levels is math. We will be rigorously implementing Math in Focus in grades Kindergarten through sixth this school year. An emphasis will be placed on using all the manipulatives and hands on activities with this program. The seventh and eighth grades will be using the TI - Nspire calculators to allow many new activities and a quick effective means of formative assessment.

We are going to make a more effective use of technology to increase academic achievement across all content areas and grade levels.

Through the Donor's Choose program, the school has been able to acquire iPads, iPods, Nooks and Boogie Boards as well as other student friendly devices. Professional development has been scheduled for the staff on the use of integrating these technologies into the classroom.

These devices will be used to differentiate instruction and provide needed repetition to both struggling students as well as gifted students.

Conclusion

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

Our school is fortunate to have a great deal of community involvement. This our greatest strength. We are also fortunate to have found several sources of funding. Our next step is to prioritize our needs, and allocate resources according to our needs. Our focus has to be on increased student achievement in math and reading. We will continue to monitor student achievement using STAR enterprise, EPS practice test, and other available resources. We feel the key to improve achievement is in tracking student progress on a regular basis and making any necessary adjustments in instruction.

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		

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

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

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

Label	Assurance	Response	Comment	Attachment
Highly Qualified	The school planned instruction by paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes		

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

Comprehensive School Improvement Plan

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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		

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

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

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

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

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

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

Comprehensive School Improvement Plan

Carr Creek Elementary School

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

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

Label	Assurance	Response	Comment	Attachment
Schoolwide Activities	The school planned activities that coordinate with and support the regular educational program.	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		

Comprehensive School Improvement Plan

Carr Creek Elementary School

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

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

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 and linked to our district website. (provide the website link below)	Yes		

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 specialist 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		

Comprehensive School Improvement Plan

Carr Creek Elementary School

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

Label	Assurance	Response	Comment	Attachment
Para-educator Non-Instructional Duties	The school ensures that there is a schedule of non-instructional duties for paraeducators 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		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I schoolwide programs as outlined in Section 1114 of the Elementary and Secondary Education Act. Using this tool will allow you to certify that the required schoolwide planning components are being met by either a) documenting a direct connection to needs, goals, strategies, or activities identified within your CSIP or b) inserting a narrative. Guiding questions for each component are provided to help focus on areas that may be addressed under the component headings. However, it is not necessary to answer all guiding questions when documenting the components.

Component 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Goal 1:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

Research Cited:

Activity - 111.B.3.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Measurable Objective 2:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - 111.A.2.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Measurable Objective 3:

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collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - 111.C.2.d Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Component 2: Schoolwide Reform Strategies

Schoolwide Reform Strategies

Goal 1:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.1 Curriculum - The school will implement a rigorous language arts curriculum.

Research Cited:

Activity - III.B.1.b Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core Standards based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	01/02/2014	06/02/2014	\$0 - No Funding Required	All Elementary Teachers

Activity - III.B.1.c Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary math teachers will use the manipulatives and hands on activities for the Math in Focus Program.	Direct Instruction	01/02/2014	06/02/2014	\$0 - No Funding Required	Elementary Math Teachers

Activity - III.B.1.d Tyner Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tyner Reading groups will be used in the 5th grade.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	5th Grade Reading Teacher

Activity - III.B.1.e Exemplary Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate exemplary text material into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Elementary Reading Teachers

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Activity - III.B.1.a Math Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 Ways to Differentiate Instruction and increase student achievement.	Direct Instruction	01/02/2014	06/02/2014	\$0 - No Funding Required	Elementary Math Teachers

Strategy2:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

Research Cited:

Activity - III.B.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on text complexity t address the fact that 50% of teachers indicated a need PD on reading.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - III.B.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on writing.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Activity - 111.B.3.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Strategy3:

III.B.3 RTI - Use early interventions, progress monitoring, and research-based interventions.

Research Cited:

Activity - !!!B.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	All Elementary Teachers.

Activity - 111.B.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All intervention students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	RTI teachers

Strategy4:

III.B.5 Monitoring - Student progress will be monitored, and teachers will respond to student needs.

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Research Cited:

Activity - 111.B.5.a STAR math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary students will be given STAR math, and the results will be used to determine the need for interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Elementary Math Teachers

Activity - 111.B.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Activity - III.B.5.b Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Elementary Teachers

Activity - III.B.5.c STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading assessment will be administered to all elementary students and used to measure progress.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	All Elementary Reading Teachers

Activity - III.B.5.d I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will perform quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Strategy5:

III.B.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR,etc) and provided incentives for increased performance.

Research Cited:

Activity - III.B.4.a Stanford 10 Practice Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Stanford 10 practice test will be given, and teachers will use questions as bellringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Elementary Staff

Activity - III.B.4.c Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$5000 - District Funding	All Elementary Teachers

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Activity - III.B.4.b Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be used to differentiate instruction and practice individual skills.	Academic Support Program	12/02/2013	06/02/2014	\$1200 - School Council Funds	Elementary Reading Teachers

Measurable Objective 2:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - III.A.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need fro reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - 111.A.2.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Activity - III.A.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Strategy2:

III.A.3 RTI - Early interventions, with frequent progress monitoring, will occur across grade levels.

Research Cited:

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Activity - III.A.3.c H.S.S Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation in reading for students in kindergarten through third grade will be provided. The teacher and aide use Orton-Gillingham based materials which are explicit, sequential, and structured to offer direct instruction to small groups. Instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$85000 - Other	Hindman Settlement School Reading Staff

Activity - III.A.3.d Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is a twenty week intervention program designed to assist struggling first grade readers. The twenty week program provides one on one instruction with several different lesson components, each component addressing specific areas of reading and writing. Each lesson is individualized based upon the student's performance on the previous lesson.	Direct Instruction	12/02/2013	06/02/2014	\$48000 - State Funds	Reading Recovery Teacher

Activity - III.A.3.f K Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thirty minutes of small group instruction by the math intervention teacher will be provided daily.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Activity - III.A.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	Primary Teachers

Activity - III.A.3.e STC Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC is a literacy program focusing on the 5 components of reading.	Direct Instruction	12/02/2013	06/02/2014	\$75000 - Other	STC staff

Activity - III.A.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participating in RTI will have their progress monitored monthly.	Academic Support Program	01/02/2014	06/02/2014	\$0 - No Funding Required	RTI Teachers

Activity - III.A.3.g Group Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The second grade will be provided interventions by small group instruction by the math recovery teacher.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Math Recovery Teacher

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Activity - III.A.3.h Math Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intervention with 8 first grade students will be conducted.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Strategy3:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Research Cited:

Activity - III.A.5.b STAR READING	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take the STAR or EARLY STAR reading assessment and results will be used to monitor progress.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.5.c I & I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Activity - III.A.5.a STAR MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math assessment will be administered to all 2nd grade students, and the results will be used to identify students in need of interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	2nd Grade Teachers

Activity - III.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All Teachers

Strategy4:

III.A.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR,etc) and be provided incentives for increased performance.

Research Cited:

Activity - III.A.4.c Stanford 10 practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Stanford 10 practice test will be given to all primary students and the questions will be reviewed periodically.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Primary Teachers

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Activity - III.A.4.a Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$1000 - School Council Funds	Primary Teachers

Activity - III.A.4.b PAST and PHONICS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAST and PHONICS tests will be given to all primary students.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Strategy5:

III.A.1 Curriculum - The school will implement a rigorous language arts curriculum.

Research Cited:

Activity - III.A.1.e Beverly Tyner	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers will effectively use the Beverly Tyner Reading Program. This is a differentiated reading program where instruction is provided based on individual needs and reading levels. Focus is on phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.g Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Math in Focus program complete with manipulatives to deliver quality instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.h Math Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers will use Math Calendar activities to teach basic math concepts.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core based lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.d Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are introduced to high frequency words along with words connected to reading passages on the word wall.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

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Activity - III.A.1.b Shared Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on fluency and comprehension, word recognition, phonemic awareness, and word attack skills.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.f Technology Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology block in the primary schedule will allow students to learn how to use student friendly devices.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.c Read-a-Loud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read-a-Loud strategy will offer students the opportunity to hear a good model of fluency.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Measurable Objective 3:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - III.C.2.c TI-Inspire Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 7th and 8th grade math teacher will receive training throughout the year from Alicia Page.	Professional Learning	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teacher

Activity - 111.C.2.d Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Activity - III.C.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

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Activity - III.C.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session will be delivered on Text Complexity to address the need indicated on the TELL survey.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Strategy2:

III.C.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR) and provided incentives for increased performance.

Research Cited:

Activity - III.C.4.a Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	All Middle School Teachers

Activity - III.C.4.b Stanford 10 Practice Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Stanford 10 practice test will be administered, and teachers will use the questions for bell ringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Middle School Teachers

Strategy3:

III.C.3 RTI - Use early intervention, frequent progress monitoring, and research based instructional interventions across the grade levels.

Research Cited:

Activity - III.C.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All RTI students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	RTI Teachers

Activity - III.C.3.a Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on last years K-PREP.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	All Middle School Teachers

Strategy4:

III.C.1 Curriculum - The school will ensure the implementation of a rigorous language arts curriculum.

Research Cited:

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Activity - III.C.1.e Tyner Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped by reading levels, and engage in fluency, word study, and comprehension activities following Tyner instructions.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Language Teachers

Activity - III.C.1.d Math Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 ways to Differentiate Instruction and Increase Student Engagement.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teachers

Activity - III.C.1.b TI-Inspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 7th and 8th grade math teacher will integrate the use of the TI-Inspire calculators into daily instruction.	Technology	12/02/2013	06/02/2014	\$0 - No Funding Required	7th and 8th grade Math Teacher

Activity - II.C.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	All Middle School Teachers

Activity - III.C.1.c Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School Math teachers will incorporate algebra tiles in order to teach linear equations. Counters, number tiles, spinners, number cubes, and fraction tiles will be used to teach math standards.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teachers

Activity - III.C.1.f Exemplary Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate exemplary text materials into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Reading Teachers

Strategy5:

III.C.5 Monitoring - Teachers will monitor student progress and respond to the students' instructional needs.

Research Cited:

Activity - III.C.5.b Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Middle School Teachers

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Activity - III.C.5.a STAR MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR MATH assessment will be given to all middle school students to determine the current level of instruction and to identify those students in need of interventions.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teachers

Activity - 111.C.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and reviewed all available data and strengthened the csip. (program review data, schol report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Activity - III.C.5.d I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Activity - III.C.5.c STAR READING	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will take the STAR Reading assessment and the results will be used to monitor progress and assess instruction.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Reading Teachers

Goal 2:

Carr Creek Elementary will increase the average reading and math proficiency rates for all students in the non-duplicated gap group from 40.0% to 67.0% by May 2017.

Measurable Objective 1:

collaborate to increase the combined elementary school(3-5) reading, and math elementary proficiency ratings for all students in the non-duplicated gap group from 42.34 to 47.3 by 06/02/2014 as measured by the K-PREP assessment.

Strategy1:

IV.A.2 IEP Progress Monitoring - Protocal developed for special education teachers

Research Cited:

Activity - IV.A.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will develop and maintain check sheets to monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

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Strategy2:

IV.A.1 Interventions - Targeted interventions, frequent progress monitoring, and research based instructional strategies.

Research Cited:

Activity - IV.A.1.a Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will use Tyner, Reading Eggs, Coach books, Readingworks.org and other small group activities.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Strategy3:

IV.A.3 Program Monitoring - Monitoring of student progress and all intervention programs

Research Cited:

Activity - IV.A.3.a Monitoring Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor all check sheets to ensure completion and student progress.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to increase the combined middle school(6-8) reading and math proficiency ratings in the non-duplicated gap group from 40.2 to 43.9 by 06/02/2014 as measured by the K-PREP assessment.

Strategy1:

IV.B.1 Interventions - Use of targeted interventions, progress monitoring, and research-based instructional strategies.

Research Cited:

Activity - IV.B.1.a Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will use Tyner, Study Island, Reading Eggs, Coach Books, Readingworks.org and other forms of small group instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Strategy2:

IV.B.3 Program Monitoring - Monitoring of student progress and all intervention programs.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor check sheets monthly to ensure compliance and monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

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Strategy3:

IV.B.2 IEP Progress Monitoring - Protocol developed for special education teachers.

Research Cited:

Activity - IV.B.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will maintain check sheets to show student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Special Education Teachers

Component 3: Instruction By Highly Qualified Teachers and Paraeducators

Instruction By Highly Qualified Teachers and Paraeducators

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A.5 Highly Qualified Teachers - Carr Creek Elementary will attract, and retain highly qualified teachers.

Research Cited:

Activity - I.A.5.a Hiring Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will only interview Highly qualified Teachers. all of the current staff meet the highly qualified requirements.	Policy and Process	07/01/2013	06/30/2014	\$0 - No Funding Required	Principal

Activity - I.A.5.b Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host student teachers from Morehead, Alice Lloyd, and several other colleges and universities, and provide opportunities for local students to do classroom observations.	Recruitment and Retention	01/01/2014	06/02/2014	\$0 - No Funding Required	Principal

Goal 2:

Carr Creek Elementary will have 100% highly effective teachers by 2017.

Measurable Objective 1:

collaborate to create and implement a TPGES program implementation plan in preparation of the upcoming 2014-2015 school year by 06/02/2014 as measured by the plan and forms produced by the implementation.

Strategy1:

VI.A.4 Student Voice - Provide training for the implementation of the student voice survey.

Research Cited:

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Activity - Vi.A.4.a Student Voice Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training session on the student voice piece of the TEGES.	Professional Learning	05/06/2014	05/06/2014	\$0 - No Funding Required	Principal

Strategy2:

VI.A.1 Danielson Framework - Develop and provide training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - VI.A.1.a Framework Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training sessions to familiarize the staff with the new evaluation system	Professional Learning	01/16/2014	01/28/2014	\$0 - No Funding Required	Principal

Strategy3:

VI.A.3 Professional Growth - Provide training for Professional growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - VI.A.3.a Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training sessions on growth goals and professional growth plans	Professional Learning	04/08/2014	04/22/2014	\$0 - No Funding Required	Principal

Strategy4:

VI.A.2 Setting Goals - Provide training on student growth goals.

Research Cited:

Activity - VI.A.2.a PD Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on student growth goals	Professional Learning	03/11/2014	03/25/2014	\$0 - No Funding Required	Principal

Strategy5:

VI.A.5 Schedule Timelines - Develop and implement an administrative observation and evaluation schedule.

Research Cited:

Activity - VI.A.5.a Evaluation Schedule	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will develop a schedule for the PGES process for 2014-2015.	Policy and Process	04/28/2014	04/28/2014	\$0 - No Funding Required	Principal

Component 4: High Quality Professional Development for Principals, Teachers, and Paraprofessionals

High Quality Professional Development for Principals, Teachers, and Paraprofessionals

Goal 1:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - III.C.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Activity - 111.C.2.d Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Activity - III.C.2.c TI-Inspire Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 7th and 8th grade math teacher will receive training throughout the year from Alicia Page.	Professional Learning	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teacher

Activity - III.C.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session will be delivered on Text Complexity to adrees the need indicated on the TELL survey.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Measurable Objective 2:

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collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten (), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - III.A.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need fro reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Measurable Objective 3:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

Research Cited:

Activity - 111.B.3.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Activity - III.B.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on writing.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Activity - III.B.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on text complexity t address the fact that 50% of teachers indicated a need PD on reading.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Goal 2:

Carr Creek Elementary will increase the average program review score to 10.5 by 2017.

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Measurable Objective 1:

collaborate to increase the program review score for writing from 5.7 to 8.0 by 06/02/2014 as measured by the writing program review score.

Strategy1:

V.A.2 Professional Development - Provide professional development that meets the demands of the program review.

Research Cited:

Activity - V.A.2.a Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A pd will be given on text complexity	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - V.A.2.b Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Professional Development session will be given on the writing process as it relates to the new standards.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to increase the program review score for Practical Living & Career Studies from 1.6 to 8.0 by 06/02/2014 as measured by the program review score.

Strategy1:

V.C.2 Professional Development - Provide professional development that meets the demands of the program review.

Research Cited:

Activity - V.C.2.a PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered through PD 360.	Professional Learning	01/06/2014	06/02/2014	\$0 - No Funding Required	All teachers assigned to teach practical living/vocational studies.

Goal 3:

Carr Creek Elementary will have 100% highly effective teachers by 2017.

Measurable Objective 1:

collaborate to create and implement a TPGES program implementation plan in preparation of the upcoming 2014-2015 school year by 06/02/2014 as measured by the plan and forms produced by the implementation.

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Strategy1:

VI.A.4 Student Voice - Provide training for the implementation of the student voice survey.

Research Cited:

Activity - VI.A.4.a Student Voice Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training session on the student voice piece of the TEGES.	Professional Learning	05/06/2014	05/06/2014	\$0 - No Funding Required	Principal

Strategy2:

VI.A.1 Danielson Framework - Develop and provide training in the area of the Danielson Framework for Teaching and the implementation of Peer Observation.

Research Cited:

Activity - VI.A.1.a Framework Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Training sessions to familiarize the staff with the new evaluation system	Professional Learning	01/16/2014	01/28/2014	\$0 - No Funding Required	Principal

Strategy3:

VI.A.3 Professional Growth - Provide training for Professional growth Goals and TPGES Professional Growth Plan.

Research Cited:

Activity - VI.A.3.a Teacher Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training sessions on growth goals and professional growth plans	Professional Learning	04/08/2014	04/22/2014	\$0 - No Funding Required	Principal

Strategy4:

VI.A.2 Setting Goals - Provide training on student growth goals.

Research Cited:

Activity - VI.A.2.a PD Student Growth Goals	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher training on student growth goals	Professional Learning	03/11/2014	03/25/2014	\$0 - No Funding Required	Principal

Component 5: Strategies to Attract Highly Qualified Teachers

Strategies to Attract Highly Qualified Teachers

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

!.A.5 Highly Qualified Teachers - Creek Creek Elementary will attract, and retain highly qualified teachers.

Research Cited:

Activity - I.A.5.b Recruitment	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will host student teachers from Morehead, Alice Llyod, and several other colleges and universities, and provide opportunities for local students to do classroom observations.	Recruitment and Retention	01/01/2014	06/02/2014	\$0 - No Funding Required	Principal

Component 6: Parent Involvement

Parent Involvement

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A.3 Attendance - Decrease barriers that influence truancy in order to increase attendance.

Research Cited:

Activity - I.A.3.c Home Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The family resource center coordinator, principal and DPP will conduct home visits in a timely manner to offer support to parents and students.	Behavioral Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Resource Center Director

Activity - I.A.3.b Home Contact	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The attendance clerk will call each student who is absent on a regular basis to inquire about the child's well-being.	Behavioral Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Attendance Clerk

Strategy2:

I.A.4 Targeted Interventions - Targeted intervention for watchlist students.

Research Cited:

Activity - 1.A.4.b Math Literacy Math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Math Literacy Night will be held to bring parents into the school and increase math and literacy awareness.	Parent Involvement	12/13/2013	12/13/2013	\$500 - Title I Schoolwide	Primary Teachers

Strategy3:

I.A.2 Reduce Retention - Decrease retention, and ensure student progression by tracing and evaluating student progress.

Research Cited:

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Activity - 1.A.2.d Parent teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent teacher conferences will be held after each grading period to discuss student progress, and to collaborate to develop solutions. This is in response to the TELL survey showing that 27% did not feel that parents were involved in decision making.	Parent Involvement	10/24/2013	04/16/2014	\$0 - No Funding Required	All Teachers

Activity - I.A.2.a Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit a list of all students in danger of retention. Parents will be contacted and a parent teacher conference will be requested. All available interventions will be considered.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Goal 2:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.5 Monitoring - Teachers will monitor student progress and respond to the students' instructional needs.

Research Cited:

Activity - 111.C.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and reviewed all available data and strengthened the csip. (program review data, schol report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Measurable Objective 2:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.5 Monitoring - Student progress will be monitored, and teachers will respond to student needs.

Research Cited:

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Activity - 111.B.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Measurable Objective 3:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Research Cited:

Activity - 111.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All Teachers

Goal 3:

Carr Creek Elementary will increase the average reading and math proficiency rates for all students in the non-duplicated gap group from 40.0% to 67.0% by May 2017.

Measurable Objective 1:

collaborate to increase the combined elementary school(3-5) reading, and math elementary proficiency ratings for all students in the non-duplicated gap group from 42.34 to 47.3 by 06/02/2014 as measured by the K-PREP assessment.

Strategy1:

IV.A.2 IEP Progress Monitoring - Protocal developed for special education teachers

Research Cited:

Activity - IV.A.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will develop and maintain check sheets to monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Component 7: Transition to Kindergarten

Transition to Kindergarten

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A1 Transition Activities - Ensure appropriate learning environment transition by implementing transition activities at all grade levels.
(Transition from preschool to kindergarten, primary to intermediate, middle to secondary, and all special education transitions)

Research Cited:

Activity - I.A.1.d Preschool Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite all local preschools, to bring students on a transitional visit.	Field Trip	04/21/2014	04/21/2014	\$0 - No Funding Required	Principal

Activity - I.A.1.a Kindercamp	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A two day orientation for all kindergarten students.	Academic Support Program	08/07/2014	08/08/2014	\$500 - District Funding	Principal

Activity - I.A.1.c Plan with Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with LKLP head start to foster better communications.	Policy and Process	12/16/2013	12/16/2013	\$0 - No Funding Required	Principal, FRYSC Director

Component 8: Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Measures to Include Teachers in Decision Making Regarding the Use of Academic Assessments To Inform Instruction

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A.5 Highly Qualified Teachers - Carr Creek Elementary will attract, and retain highly qualified teachers.

Research Cited:

Activity - I.A.5.a Hiring Practices	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will only interview Highly qualified Teachers. all of the current staff meet the highly qualified requirements.	Policy and Process	07/01/2013	06/30/2014	\$0 - No Funding Required	Principal

Goal 2:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Activity - 111.C.2.d Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

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Strategy2:

III.C.5 Monitoring - Teachers will monitor student progress and respond to the students' instructional needs.

Research Cited:

Activity - III.C.5.d I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Activity - 111.C.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and reviewed all available data and strengthened the csip. (program review data, schol report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Measurable Objective 2:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.5 Monitoring - Student progress will be monitored, and teachers will respond to student needs.

Research Cited:

Activity - 111.B.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Activity - III.B.5.d I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will perform quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Strategy2:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

Research Cited:

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Activity - 111.B.3.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Measurable Objective 3:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - 111.A.2.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Strategy2:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Research Cited:

Activity - III.A.5.c I & I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Activity - 111.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All Teachers

Component 9: Activities to Ensure that Students Meet State Academic Standards

Activities to Ensure that Students Meet State Academic Standards

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A.2 Reduce Retention - Decrease retention, and ensure student progression by tracing and evaluating student progress.

Research Cited:

Activity - I.A.2.b Extended School Day	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 21st Century Grant will Provide tutoring and enrichment services, before and after the school day.	Tutoring	09/02/2013	06/30/2014	\$80000 - Grant Funds	Site Coordinator.

Activity - I.A.2.a Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit a list of all students in danger of retention. Parents will be contacted and a parent teacher conference will be requested. All available interventions will be considered.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Activity - I.A.2.c Summer School	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A summer school will be provided with transportation. the program will include both enrichment and tutoring.	Tutoring	06/09/2014	06/30/2014	\$15000 - Grant Funds	21st Century Site Coordinator.

Strategy2:

I.A.4 Targeted Interventions - Targeted intervention for watchlist students.

Research Cited:

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Activity - I.A.4.a Targeted Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students identified as in danger of retention will be referred for intervention programs.(RTI, 21st century, etc)	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal and Classroom Teacher

Goal 2:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.3 RTI - Early interventions, with frequent progress monitoring, will occur across grade levels.

Research Cited:

Activity - III.A.3.h Math Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intervention with 8 first grade students will be conducted.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Activity - III.A.3.e STC Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC is a literacy program focusing on the 5 components of reading.	Direct Instruction	12/02/2013	06/02/2014	\$75000 - Other	STC staff

Activity - III.A.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	Primary Teachers

Activity - III.A.3.f K Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thirty minutes of small group instruction by the math intervention teacher will be provided daily.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Activity - III.A.3.g Group Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The second grade will be provided interventions by small group instruction by the math recovery teacher.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Math Recovery Teacher

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Activity - III.A.3.c H.S.S Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation in reading for students in kindergarten through third grade will be provided. The teacher and aide use Orton-Gillingham based materials which are explicit, sequential, and structured to offer direct instruction to small groups. Instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$85000 - Other	Hindman Settlement School Reading Staff

Activity - III.A.3.d Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is a twenty week intervention program designed to assist struggling first grade readers. The twenty week program provides one on one instruction with several different lesson components, each component addressing specific areas of reading and writing. Each lesson is individualized based upon the student's performance on the previous lesson.	Direct Instruction	12/02/2013	06/02/2014	\$48000 - State Funds	Reading Recovery Teacher

Activity - III.A.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participating in RTI will have their progress monitored monthly.	Academic Support Program	01/02/2014	06/02/2014	\$0 - No Funding Required	RTI Teachers

Measurable Objective 2:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.3 RTI - Use early interventions, progress monitoring, and research-based interventions.

Research Cited:

Activity - III.B.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	All Elementary Teachers.

Activity - III.B.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All intervention students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	RTI teachers

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Measurable Objective 3:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.3 RTI - Use early intervention, frequent progress monitoring, and research based instructional interventions across the grade levels.

Research Cited:

Activity - III.C.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All RTI students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	RTI Teachers

Activity - II.C.3.a Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on last years K-PREP.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	All Middle School Teachers

Goal 3:

Carr Creek Elementary will increase the average reading and math proficiency rates for all students in the non-duplicated gap group from 40.0% to 67.0% by May 2017.

Measurable Objective 1:

collaborate to increase the combined middle school(6-8) reading and math proficiency ratings in the non-duplicated gap group from 40.2 to 43.9 by 06/02/2014 as measured by the K-PREP assessment.

Strategy1:

IV.B.1 Interventions - Use of targeted interventions, progress monitoring, and research-based instructional strategies.

Research Cited:

Activity - IV.B.i.a Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will use Tyner, Study Island, Reading Eggs, Coach Books, Readingworks.org and other forms of small group instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Strategy2:

IV.B.2 IEP Progress Monitoring - Protocol developed for special education teachers.

Research Cited:

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Activity - IV.B.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will maintain check sheets to show student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Special Education Teachers

Strategy3:

IV.B.3 Program Monitoring - Monitoring of student progress and all intervention programs.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor check sheets monthly to ensure compliance and monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to increase the combined elementary school(3-5) reading, and math elementary proficiency ratings for all students in the non-duplicated gap group from 42.34 to 47.3 by 06/02/2014 as measured by the K-PREP assessment.

Strategy1:

IV.A.2 IEP Progress Monitoring - Protocol developed for special education teachers

Research Cited:

Activity - IV.A.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will develop and maintain check sheets to monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Strategy2:

IV.A.3 Program Monitoring - Monitoring of student progress and all intervention programs

Research Cited:

Activity - IV.A.3.a Monitoring Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor all check sheets to ensure completion and student progress.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Strategy3:

IV.A.1 Interventions - Targeted interventions, frequent progress monitoring, and research based instructional strategies.

Research Cited:

Comprehensive School Improvement Plan

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Activity - IV.A.1.a Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will use Tyner, Reading Eggs, Coach books, Readingworks.org and other small group activities.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Component 10: Coordination and Integration of Programs

Coordination and Integration of Programs

Goal 1:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.5 Monitoring - Student progress will be monitored, and teachers will respond to student needs.

Research Cited:

Activity - 111.B.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Measurable Objective 2:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.5 Monitoring - Teachers will monitor student progress and respond to the students' instructional needs.

Research Cited:

Activity - 111.C.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and reviewed all available data and strenthened the csip. (program review data, schol report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Measurable Objective 3:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade ()

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by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Research Cited:

Activity - 111.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All Teachers

Narrative:

The SBDM starts the process with the school budget. Input is gathered for all stakeholders. The funds available are allocated according to the school's needs as identified by the needs assessment for the csip. State grants pay for some intervention programs, RTA, Math Recovery, and these funds are combined with SEEK funds to supply intervention teachers. Title 1 and Title 2 are used to supplement staffing, after all other funding sources are used to provide staffing. SAVE the Children and the Hindman settlement school also provide intervention programs in reading. All reading programs are tied into and coordinated through the Beverly Tyner intervention program, this avoids overlap, gives each intervention some common instructional strategies. The school also makes use of such programs as Donors Choose, and has received over \$400,000 in resources through those programs during the past school year.

The Missing Piece

Introduction

This Missing Piece diagnostic is a comprehensive performance assessment tool that proposes specific school-level descriptors for the six objectives of the Commissioner's Parent's Advisory Council. They include provisions that every student in Kentucky will have a parent, or another adult, who knows how to support that student's academic achievement. These objectives support Kentucky education laws as it recognizes the importance of parent involvement (KRS 158.645) (KRS.160.345) (KRS 156.497) (KRS 158-031) (KRS 157.3175)

Stakeholders

School staff engaged a variety of stakeholders when completing the Missing Piece Diagnostic

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

We engage with teachers, classified staff, parents, and community members.

Relationship Building

School staff builds productive, personal relationships with parents of all their students.

Overall Rating: 2.86

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

	Statement or Question	Response	Rating
2.	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).	Relationships with parents of new and ESL students are informal, occasional or accidental, and information is provided if requested.	Apprentice

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

	Statement or Question	Response	Rating
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
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

Two-way information in many forms flows regularly between school staff and parents about students' academic achievement and individual needs.

Overall Rating: 2.57

	Statement or Question	Response	Rating
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 uses only one-way communication with parents to inform them about student work. (For example, student report cards and behavior reports.)	Novice

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

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

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

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

Decision Making

School staff encourages, supports and expects parents to be involved in school improvement decisions and to monitor and assist school improvement.

Overall Rating: 2.57

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

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

	Statement or Question	Response	Rating
4.	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
5.	School council policies ensure active roles for parents on SBDM council and committees, and other groups making decisions about school improvement.	School council policies ensure active roles for parents on SBDM committees, in school improvement planning, and also in decisions about the education of their individual children.	Proficient

	Statement or Question	Response	Rating
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
7.	School staff has a plan to identify new and experienced parent leaders who support and build capacity for parents to serve effectively on the school council and committee work.	School staff fosters a community of stakeholders and parents who continually sustain and support each other in school council and committee work.	Distinguished

Advocacy

For each student, school staff identifies and supports a parent or another adult who can take personal responsibility for understanding and speaking for that child's learning needs.

Overall Rating: 2.33

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Some parents are involved in informal conversation with school staff to address their child's individual learning needs.	Apprentice

	Statement or Question	Response	Rating
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
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.	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 makes minimal effort to encourage parents to advocate for their child's academic success.	Apprentice

	Statement or Question	Response	Rating
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.	As students are identified by school staff as having disabilities or performing at the novice level, additional intentional steps are taken to ensure that the parent has the option to use a trained advocate to assist them in speaking for their child's needs.	Proficient

Learning Opportunities

School staff ensures that families have multiple learning opportunities to understand how to support their children's learning.

Overall Rating: 2.5

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

	Statement or Question	Response	Rating
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
3.	School staff displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	School staff exhibits some student work with scoring guide and proficient level work.	Apprentice

	Statement or Question	Response	Rating
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 some information to parents to learn how to support their child's learning.	Novice

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff has posted council policy on classroom visits, with access to all classrooms.	Distinguished

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	Statement or Question	Response	Rating
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

School staff engages and partners with community members to plan and implement substantive work to improve student achievement.

Overall Rating: 2.67

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

	Statement or Question	Response	Rating
4.	School staff collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	School staff occasionally collaborates with community agencies to address individual student needs. Information is provided to parents upon request.	Apprentice

	Statement or Question	Response	Rating
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
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

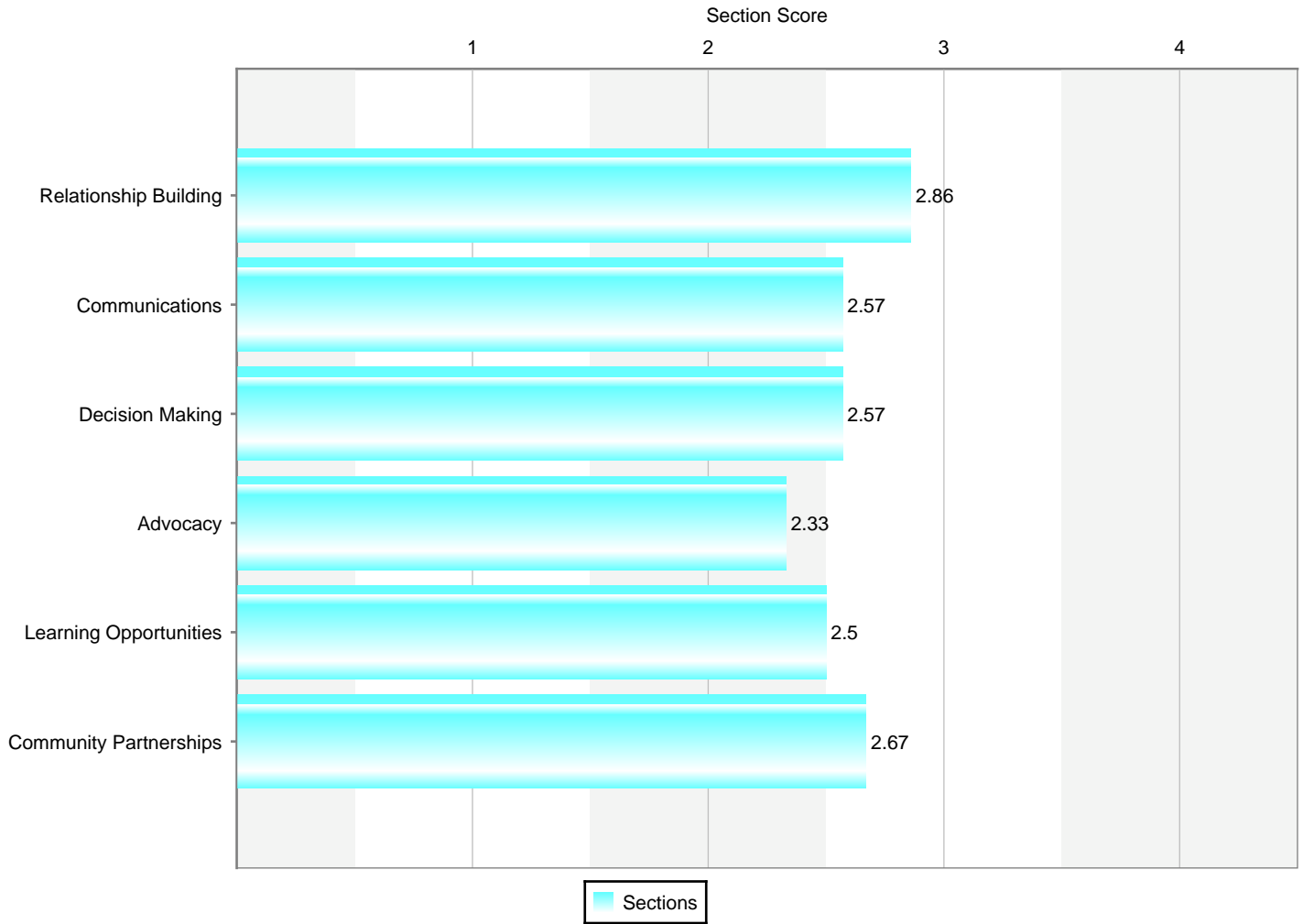
Reflect upon your responses to each of the Missing Piece objectives.

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

The school has excellent community support, and a wonderful PTO. Communications between the school and parents is generally friendly and productive. The school uses the comcast calling system, a marquee, and letters to parents to communicate schhol activities. Parent meeting are scheduled for any students in danger of retention, or in need of intervention. The school has a variety of parent involvement activities including open houses, literacy nights, fall festivals, parent/teacher conferences.

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.

To identify achievement gaps, prioritize, and set goals my staff and I broke into grade level groups to review testing data. Representatives from all areas of the faculty and staff were selected to review and develop the CSIP once all of the data was compiled.

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

Staff members met in November to disaggregate data by utilizing our assessment results that included Explore, Stanford 10, and the KPREP tests. During the two separate meetings, administrators provided an overview of assessment results. Teachers were divided and the plan was reviewed individually with the various stakeholder groups. Staff members were then divided in to Professional Learning Communities (PLC's) to complete an analysis. An analysis toolkit was provided to our District Assessment Coordinator and was utilized to determine curriculum gaps and content area strengths and weaknesses. Results of analysis were compiled and presented to the CSIP committee, which included the school leadership team, faculty, FRYSC, and parents. Long range plans were shared and discussed. These results were reviewed with the Site Based Decision Making Council (SBDM) for further review and input.

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

Before Implementation the final CSIP document will be provided to all staff electronically. The document will also be presented to the SBDM council for approval, and will be housed in the schools's library for public access.

School Safety Diagnostic

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	Approved by SBDM on Oct 31, 2013	safety plan

Label	Assurance	Response	Comment	Attachment
2.	Did the SBDM Council adopt a policy requiring the development and adoption of an EMP?	Yes	The policy was adopted on Oct 31, 2013	carr creek safety policy

Label	Assurance	Response	Comment	Attachment
3.	Did the SBDM Council adopt the EMP?	Yes	Oct 31, 2013 was the date of second reading and adoption.	sbdm minutes for Oct 3, 2013

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	Trooper Joe Dials is the point of contact, and those were shared during the 2012-2013 school year, as well as photos of the building (including all exits)	safety plan

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 is first year of a revised EMP.	

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	Reviewed on Opening Day with Staff Aug 13, 2013	opening day agenda

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
9.	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
10.	Has the local Fire Marshal reviewed the designated safe zones for severe weather and are they posted in each room?	Yes		

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

Label	Assurance	Response	Comment	Attachment
12.	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	Buzzer system and monitor at front door, and all other doors are locked through out the day. Visitors are required to sign in, and all visitors are required to wear visitor badges.	

Label	Assurance	Response	Comment	Attachment
13.	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	All conducted and documentation sent to the central office.	

Label	Assurance	Response	Comment	Attachment
14.	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		

Compliance and Accountability - Elementary 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 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.

Planning and Accountability Requirements

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

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A.2 Reduce Retention - Decrease retention, and ensure student progression by tracing and evaluating student progress.

Research Cited:

Activity - 1.A.2.d Parent teacher Conferences	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent teacher conferences will be held after each grading period to discuss student progress, and to collaborate to develop solutions. This is in response to the TELL survey showing that 27% did not feel that parents were involved in decision making.	Parent Involvement	10/24/2013	04/16/2014	\$0 - No Funding Required	All Teachers

Goal 2:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Comprehensive School Improvement Plan

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Activity - III.C.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session will be delivered on Text Complexity to address the need indicated on the TELL survey.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Measurable Objective 2:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten (), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - III.A.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need for reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Measurable Objective 3:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

Research Cited:

Activity - III.B.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on text complexity to address the fact that 50% of teachers indicated a need PD on reading.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

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

Goal 1:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Comprehensive School Improvement Plan

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Measurable Objective 1:

collaborate to increase the average combined middle school(6-8) reading and math score from 40.0 to 46.2 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.C.4 Testing Incentives & Support - Students will be given additional testing opportunities(STAR) and provided incentives for increased performance.

Research Cited:

Activity - III.C.4.a Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	All Middle School Teachers

Activity - III.C.4.b Stanford 10 Practice Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Stanford 10 practice test will be administered, and teachers will use the questions for bell ringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Middle School Teachers

Strategy2:

III.C.3 RTI - Use early intervention, frequent progress monitoring, and research based instructional interventions across the grade levels.

Research Cited:

Activity - II.C.3.a Name and Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all students scoring novice on last years K-PREP.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	All Middle School Teachers

Activity - III.C.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All RTI students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	RTI Teachers

Strategy3:

III.C.2 Professional Development - Ongoing professional development will be provided for all teachers regarding implementation of varied instructional strategies for elementary reading, writing, and math.

Research Cited:

Comprehensive School Improvement Plan

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Activity - III.C.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session will be delivered on Text Complexity to adrees the need indicated on the TELL survey.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - III.C.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Activity - III.C.2.c TI-Inspire Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 7th and 8th grade math teacher will receive training throughout the year from Alicia Page.	Professional Learning	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teacher

Activity - 111.C.2.d Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury college lead the staff through the needs assessment from KASC	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Strategy4:

III.C.5 Monitoring - Teachers will monitor student progress and respond to the students' instructional needs.

Research Cited:

Activity - III.C.5.c STAR READING	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school students will take the STAR Reading assessment and the results will be used to monitor progress and assess instruction.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Reading Teachers

Activity - 111.C.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and reviewed all available data and strenthened the csip. (program review data, schol report card, needs assessment, program reports, STAR data, survey results, parent input)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Activity - III.C.5.d I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

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Activity - III.C.5.a STAR MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR MATH assessment will be given to all middle school students to determine the current level of instruction and to identify those students in need of interventions.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teachers

Activity - III.C.5.b Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All middle school teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Middle School Teachers

Strategy5:

III.C.1 Curriculum - The school will ensure the implementation of a rigorous language arts curriculum.

Research Cited:

Activity - II.C.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	All Middle School Teachers

Activity - III.C.1.e Tyner Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are grouped by reading levels, and engage in fluency, word study, and comprehension activities following Tyner instructions.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Language Teachers

Activity - III.C.1.d Math Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 ways to Differentiate Instruction and Increase Student Engagement.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teachers

Activity - III.C.1.b TI-Inspire	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The 7th and 8th grade math teacher will integrate the use of the TI-Inspire calculators into daily instruction.	Technology	12/02/2013	06/02/2014	\$0 - No Funding Required	7th and 8th grade Math Teacher

Activity - III.C.1.c Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School Math teachers will incorporate algebra tiles in order to teach linear equations. Counters, number tiles, spinners, number cubes, and fraction tiles will be used to teach math standards.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Math Teachers

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Activity - III.C.1.f Exemplary Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate exemplary text materials into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Middle School Reading Teachers

Measurable Objective 2:

collaborate to increase the average, combined elementary (3-5) reading and math score from 43.7 to 48.4 by 06/02/2014 as measured by the K-PREP.

Strategy1:

III.B.2 Professional Development - Ongoing professional development will be provided to all teachers stressing varied instructional strategies for reading, writing, and math.

Research Cited:

Activity - III.B.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on writing.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Activity - III.B.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development will be given on text complexity t address the fact that 50% of teachers indicated a need PD on reading.	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - 111.B.3.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the Data Desegregation on the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Strategy2:

III.B.1 Curriculum - The school will implement a rigorous language arts curriculum.

Research Cited:

Activity - III.B.1.a Math Tools	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate strategies from Harvey Silver's Math Tools: 64 Ways to Differentiate Instruction and increase student achievement.	Direct Instruction	01/02/2014	06/02/2014	\$0 - No Funding Required	Elementary Math Teachers

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Activity - III.B.1.e Exemplary Text	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate exemplary text material into lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Elementary Reading Teachers

Activity - III.B.1.b Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core Standards based lesson plans following the CASL model including formative and summative assessments.	Direct Instruction	01/02/2014	06/02/2014	\$0 - No Funding Required	All Elementary Teachers

Activity - III.B.1.d Tyner Groups	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tyner Reading groups will be used in the 5th grade.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	5th Grade Reading Teacher

Activity - III.B.1.c Manipulatives	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary math teachers will use the manipulatives and hands on activities for the Math in Focus Program.	Direct Instruction	01/02/2014	06/02/2014	\$0 - No Funding Required	Elementary Math Teachers

Strategy3:

III.B.3 RTI - Use early interventions, progress monitoring, and research-based interventions.

Research Cited:

Activity - III.B.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	All Elementary Teachers.

Activity - III.B.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All intervention students' progress will be monitored monthly.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	RTI teachers

Strategy4:

III.B.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR,etc) and provided incentives for increased performance.

Research Cited:

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Activity - III.B.4.b Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be used to differentiate instruction and practice individual skills.	Academic Support Program	12/02/2013	06/02/2014	\$1200 - School Council Funds	Elementary Reading Teachers

Activity - III.B.4.a Stanford 10 Practice Test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Stanford 10 practice test will be given, and teachers will use questions as bellringers.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Elementary Staff

Activity - III.B.4.c Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Study Island will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$5000 - District Funding	All Elementary Teachers

Strategy5:

III.B.5 Monitoring - Student progress will be monitored, and teachers will respond to student needs.

Research Cited:

Activity - III.B.5.c STAR Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR reading assessment will be administered to all elementary students and used to measure progress.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	All Elementary Reading Teachers

Activity - III.B.5.a STAR math	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary students will be given STAR math, and the results will be used to determine the need for interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Elementary Math Teachers

Activity - III.B.5.b Assessment Notebooks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All elementary teachers will maintain assessment notebooks.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Elementary Teachers

Activity - III.B.5.d I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will perform quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

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Activity - 111.B.5.e CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff and used the needs assesments to revise and update the csip.(surveys, school report card, STAR, retention data, parent input, program review data.)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All teachers

Measurable Objective 3:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.3 RTI - Early interventions, with frequent progress monitoring, will occur across grade levels.

Research Cited:

Activity - III.A.3.f K Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thirty minutes of small group instruction by the math intervention teacher will be provided daily.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Activity - III.A.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	Primary Teachers

Activity - III.A.3.g Group Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The second grade will be provided interventions by small group instruction by the math recovery teacher.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Math Recovery Teacher

Activity - III.A.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participating in RTI will have their progress monitored monthly.	Academic Support Program	01/02/2014	06/02/2014	\$0 - No Funding Required	RTI Teachers

Activity - III.A.3.e STC Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC is a literacy program focusing on the 5 components of reading.	Direct Instruction	12/02/2013	06/02/2014	\$75000 - Other	STC staff

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Activity - III.A.3.d Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is a twenty week intervention program designed to assist struggling first grade readers. The twenty week program provides one on one instruction with several different lesson components, each component addressing specific areas of reading and writing. Each lesson is individualized based upon the student's performance on the previous lesson.	Direct Instruction	12/02/2013	06/02/2014	\$48000 - State Funds	Reading Recovery Teacher

Activity - III.A.3.c H.S.S Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation in reading for students in kindergarten through third grade will be provided. The teacher and aide use Orton-Gillingham based materials which are explicit, sequential, and structured to offer direct instruction to small groups. Instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$85000 - Other	Hindman Settlement School Reading Staff

Activity - III.A.3.h Math Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intervention with 8 first grade students will be conducted.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Strategy2:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Research Cited:

Activity - III.A.5.c I & I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Activity - III.A.5.a STAR MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math assessment will be administered to all 2nd grade students, and the results will be used to identify students in need of interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	2nd Grade Teachers

Activity - III.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All Teachers

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Activity - III.A.5.b STAR READING	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take the STAR or EARLY STAR reading assessment and results will be used to monitor progress.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Strategy3:

III.A.1 Curriculum - The school will implement a rigorous language arts curriculum.

Research Cited:

Activity - III.A.1.f Technology Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology block in the primary schedule will allow students to learn how to use student friendly devices.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.e Beverly Tyner	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers will effectively use the Beverly Tyner Reading Program. This is a differentiated reading program where instruction is provided based on individual needs and reading levels. Focus is on phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.b Shared Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on fluency and comprehension, word recognition, phonemic awareness, and word attack skills.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.g Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Math in Focus program complete with manipulatives to deliver quality instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.h Math Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers will use Math Calendar activities to teach basic math concepts.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.c Read-a-Loud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read-a-Loud strategy will offer students the opportunity to hear a good model of fluency.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

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Activity - III.A.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core based lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.d Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are introduced to high frequency words along with words connected to reading passages on the word wall.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Strategy4:

III.A.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR, etc) and be provided incentives for increased performance.

Research Cited:

Activity - III.A.4.c Stanford 10 practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Stanford 10 practice test will be given to all primary students and the questions will be reviewed periodically.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Primary Teachers

Activity - III.A.4.b PAST and PHONICS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAST and PHONICS tests will be given to all primary students.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.4.a Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$1000 - School Council Funds	Primary Teachers

Strategy5:

III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - III.A.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

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Activity - III.A.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need for reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - 111.A.2.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

All children were screened for kindergarten readiness.

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

Strategy1:

I.A.4 Targeted Interventions - Targeted intervention for watchlist students.

Research Cited:

Activity - I.A.4.c Brigance Screening	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students are screened using the brigance.	Academic Support Program	08/14/2013	08/21/2013	\$0 - No Funding Required	Ola Pigman

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

Goal 1:

Carr Creek Elementary will increase the success rate at all grade levels by 2015

Measurable Objective 1:

collaborate to decrease the retention rate by 25% by 06/02/2014 as measured by the retention rate at all grade levels.

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Strategy1:

I.A1 Transition Activities - Ensure appropriate learning environment transition by implementing transition activities at all grade levels.

(Transition from preschool to kindergarten, primary to intermediate, middle to secondary, and all special education transitions)

Research Cited:

Activity - I.A.1.d Preschool Visits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Invite all local preschools, to bring students on a transitional visit.	Field Trip	04/21/2014	04/21/2014	\$0 - No Funding Required	Principal

Activity - I.A.1.c Plan with Preschool	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meet with LKLP head start to foster better communications.	Policy and Process	12/16/2013	12/16/2013	\$0 - No Funding Required	Principal, FRYSC Director

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

Goal 1:

By May 2017 Carr Creek Elementary will increase the average reading and math K-PREP scores for elementary students from 43.7 to 67.8, and the middle school students from 40.0 to 66.4 by May 2017

Measurable Objective 1:

collaborate to increase the average reading and math score on the Stanford 10 as follows: Kindergarten(), 1st Grade (), and 2nd Grade () by 06/02/2014 as measured by the Stanford 10..

Strategy1:

III.A.3 RTI - Early interventions, with frequent progress monitoring, will occur across grade levels.

Research Cited:

Activity - III.A.3.e STC Reading Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
STC is a literacy program focusing on the 5 components of reading.	Direct Instruction	12/02/2013	06/02/2014	\$75000 - Other	STC staff

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Activity - III.A.3.f K Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Thirty minutes of small group instruction by the math intervention teacher will be provided daily.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Activity - III.A.3.c H.S.S Reading Lab	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Remediation in reading for students in kindergarten through third grade will be provided. The teacher and aide use Orton-Gillingham based materials which are explicit, sequential, and structured to offer direct instruction to small groups. Instruction includes phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$85000 - Other	Hindman Settlement School Reading Staff

Activity - III.A.3.a Name & Claim	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will identify all novice students.	Academic Support Program	12/02/2013	12/02/2013	\$0 - No Funding Required	Primary Teachers

Activity - III.A.3.d Reading Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Recovery is a twenty week intervention program designed to assist struggling first grade readers. The twenty week program provides one on one instruction with several different lesson components, each component addressing specific areas of reading and writing. Each lesson is individualized based upon the student's performance on the previous lesson.	Direct Instruction	12/02/2013	06/02/2014	\$48000 - State Funds	Reading Recovery Teacher

Activity - III.A.3.g Group Math Interventions	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The second grade will be provided interventions by small group instruction by the math recovery teacher.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Math Recovery Teacher

Activity - III.A.3.b Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students participating in RTI will have their progress monitored monthly.	Academic Support Program	01/02/2014	06/02/2014	\$0 - No Funding Required	RTI Teachers

Activity - III.A.3.h Math Recovery	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
One on one intervention with 8 first grade students will be conducted.	Direct Instruction	12/02/2013	06/02/2014	\$41000 - State Funds	Math Recovery Teacher

Strategy2:

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III.A.2 Professional Development - Ongoing professional development will be provided for all teachers regarding instructional strategies for primary reading, writing, and math.

Research Cited:

Activity - III.A.2.a Text Complexity	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on Text Complexity will be conducted to address the fact that 50% of the staff indicated a need for reading PD on the TELL survey	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - III.A.2.b Writing	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A 3 hour Professional Development session on writing will be conducted.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Activity - 111.A.2.c Data Analysis	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A team from Asbury College lead the staff through the data analysis using the KASC format.	Professional Learning	10/14/2013	10/14/2013	\$0 - No Funding Required	All Teachers

Strategy3:

III.A.4 Testing Incentives & Support - Students will be given additional testing opportunities (STAR,etc) and be provided incentives for increased performance.

Research Cited:

Activity - III.A.4.b PAST and PHONICS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PAST and PHONICS tests will be given to all primary students.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.4.c Stanford 10 practice test	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Stanford 10 practice test will be given to all primary students and the questions will be reviewed periodically.	Academic Support Program	01/07/2014	06/02/2014	\$1000 - School Council Funds	Primary Teachers

Activity - III.A.4.a Reading Eggs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Reading Eggs will be used to practice test taking skills.	Academic Support Program	12/02/2013	06/02/2014	\$1000 - School Council Funds	Primary Teachers

Strategy4:

III.A.1 Curriculum - The school will implement a rigorous language arts curriculum.

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Research Cited:

Activity - III.A.1.a Standards Based Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will develop Common Core based lesson plans.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.c Read-a-Loud	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Read-a-Loud strategy will offer students the opportunity to hear a good model of fluency.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.d Word Wall	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students are introduced to high frequency words along with words connected to reading passages on the word wall.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.g Math in Focus	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use the Math in Focus program complete with manipulatives to deliver quality instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.e Beverly Tyner	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers will effectively use the Beverly Tyner Reading Program. This is a differentiated reading program where instruction is provided based on individual needs and reading levels. Focus is on phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.h Math Calendar	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All primary teachers will use Math Calendar activities to teach basic math concepts.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Activity - III.A.1.b Shared Reading	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will work on fluency and comprehension, word recognition, phonemic awareness, and word attack skills.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

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Activity - III.A.1.f Technology Block	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A technology block in the primary schedule will allow students to learn how to use student friendly devices.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

Strategy5:

III.A.5 Monitoring - Student progress will be frequently monitored, and teachers will be instructionally responsive to students' needs.

Research Cited:

Activity - 111.A.5.d CSIP Planning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff meet and used the needs assessment data to update and adjust the csip. (survey data, program review data, school report card, needs assessment, attendance data, program reports)	Policy and Process	10/22/2013	10/22/2013	\$0 - No Funding Required	All Teachers

Activity - III.A.5.c I & I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will conduct quarterly implementation and impact checks.	Policy and Process	02/04/2014	06/02/2014	\$0 - No Funding Required	Principal

Activity - III.A.5.a STAR MATH	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The STAR Math assessment will be administered to all 2nd grade students, and the results will be used to identify students in need of interventions.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	2nd Grade Teachers

Activity - III.A.5.b STAR READING	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students will take the STAR or EARLY STAR reading assessment and results will be used to monitor progress.	Academic Support Program	12/03/2013	06/02/2014	\$0 - No Funding Required	Primary Teachers

The school identified specific strategies to address subgroup achievement gaps.

Goal 1:

Carr Creek Elementary will increase the average reading and math proficiency rates for all students in the non-duplicated gap group from 40.0% to 67.0% by May 2017.

Measurable Objective 1:

collaborate to increase the combined middle school(6-8) reading and math proficiency ratings in the non-duplicated gap group from 40.2 to 43.9 by 06/02/2014 as measured by the K-PREP assessment.

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Strategy1:

IV.B.2 IEP Progress Monitoring - Protocol developed for special education teachers.

Research Cited:

Activity - IV.B.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will maintain check sheets to show student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	All Special Education Teachers

Strategy2:

IV.B.3 Program Monitoring - Monitoring of student progress and all intervention programs.

Research Cited:

Activity - Progress Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor check sheets monthly to ensure compliance and monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Strategy3:

IV.B.1 Interventions - Use of targeted interventions, progress monitoring, and research-based instructional strategies.

Research Cited:

Activity - IV.B.i.a Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will use Tyner, Study Island, Reading Eggs, Coach Books, Readingworks.org and other forms of small group instruction.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Measurable Objective 2:

collaborate to increase the combined elementary school(3-5) reading, and math elementary proficiency ratings for all students in the non-duplicated gap group from 42.34 to 47.3 by 06/02/2014 as measured by the K-PREP assessment.

Strategy1:

IV.A.2 IEP Progress Monitoring - Protocol developed for special education teachers

Research Cited:

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Activity - IV.A.2.a Check Sheets	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All special education teachers will develop and maintain check sheets to monitor student progress.	Policy and Process	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

Strategy2:

IV.A.3 Program Monitoring - Monitoring of student progress and all intervention programs

Research Cited:

Activity - IV.A.3.a Monitoring Progress	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal will monitor all check sheets to ensure completion and student progress.	Academic Support Program	12/02/2013	06/02/2014	\$0 - No Funding Required	Principal

Strategy3:

IV.A.1 Interventions - Targeted interventions, frequent progress monitoring, and research based instructional strategies.

Research Cited:

Activity - IV.A.1.a Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Special Education teachers will use Tyner, Reading Eggs, Coach books, Readingworks.org and other small group activities.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	Special Education Teachers

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

Goal 1:

Carr Creek Elementary will increase the average program review score to 10.5 by 2017.

Measurable Objective 1:

collaborate to increase the program review score for Arts and Humanities from 2.0 to 8.0 by 06/02/2014 as measured by the program review score.

Strategy1:

V.B.1 Curriculum - Implement curriculum and instructional strategies that will meet the demands of the program review process.

Research Cited:

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Activity - V.B.1.c KET Tool Kits	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
KET tool kits will be used to assist staff in teaching arts curriculum.	Academic Support Program	01/20/2014	01/20/2014	\$0 - No Funding Required	All teachers assigned to Art Curriculum

Activity - V.B.1.b Rotation of Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Arts/Humanities curriculum will be divided into parts and taught through rotation classes.	Academic Support Program	01/06/2014	01/06/2014	\$0 - No Funding Required	All Teachers

Activity - V.B.1.a Adopt Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will adopt a Art/Humanities curriculum.	Academic Support Program	01/13/2014	01/13/2014	\$0 - No Funding Required	Principal

Strategy2:

V.B.4 Monitoring - Develop and implement policies and administrative monitoring that meet the demands of the program review.

Research Cited:

Activity - V.B.4.a I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two I&I 's will be conducted to monitor the progress of the program review process and plan adjustments.	Policy and Process	11/05/2013	04/07/2014	\$0 - No Funding Required	All Teachers

Strategy3:

V.B.3 Assessments - Develop and implement formative and summative assessments that meet the demands of the program review.

Research Cited:

Activity - V.B.3.a CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIITS and other online sources will be used to access both formative and summative assessments.	Professional Learning	01/06/2014	06/02/2014	\$0 - No Funding Required	All teachers assigned to teach the art curriculum.

Strategy4:

V.B.2 Professional Development - Provide professional development that meets the requirements of the program review.

Research Cited:

Activity - V.B.2.a.KET trainer	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A KET trainer will train the staff on the KET Tool Kits.	Professional Learning	01/14/2014	01/14/2014	\$0 - No Funding Required	Principal

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Measurable Objective 2:

collaborate to increase the program review score for Practical Living & Career Studies from 1.6 to 8.0 by 06/02/2014 as measured by the program review score.

Strategy1:

V.C.2 Professional Development - Provide professional development that meets the demands of the program review.

Research Cited:

Activity - V.C.2.a PD 360	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional Development will be offered through PD 360.	Professional Learning	01/06/2014	06/02/2014	\$0 - No Funding Required	All teachers assigned to teach practical living/vocational studies.

Strategy2:

V.C.3 Assessments - Develop and implement formative and summative assessments that meet the demands of the program Review.

Research Cited:

Activity - V.C.3a CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
CIITS and other online resources will be used to access formative and summative assessments.	Academic Support Program	01/06/2014	06/02/2014	\$0 - No Funding Required	All teachers assigned to teach vocational studies/practical living

Strategy3:

V.C.1 Curriculum - Develop and implement curriculum and instructional strategies that meet the demands of the program review.

Research Cited:

Activity - V.C.1.a Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A curriculum for vocational studies/practical living will be adopted by the SBDM.	Academic Support Program	01/13/2014	01/13/2014	\$0 - No Funding Required	Principal

Activity - V.C.1.b Rotational Classes	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Rotational classes will be taught to cover the curriculum for practical living and vocational studies.	Direct Instruction	01/06/2014	06/02/2014	\$0 - No Funding Required	All teachers assigned to rotational classes.

Strategy4:

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V.C.4 Monitoring - Develop and implement school policies and administrative monitoring that will meet the demands of the program review.

Research Cited:

Activity - V.C.4.a Monitoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Conduct I&I twice yearly	Policy and Process	11/07/2013	04/07/2014	\$0 - No Funding Required	Principal

Measurable Objective 3:

collaborate to increase the program review score for writing from 5.7 to 8.0 by 06/02/2014 as measured by the writing program review score.

Strategy1:

V.A.1 curriculum - Develop and implement curriculum and instructional strategies that meet the demands of the program review.

Research Cited:

Activity - V.A.1.c Language Arts Curriculum	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Language Arts Curriculum will be adopted by the SBDM.	Policy and Process	01/13/2014	01/13/2014	\$0 - No Funding Required	Principal

Activity - V.A.1.a Lucy Calkins	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Fully implement the Lucy Calkins Writing Program for grades K-5.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	All Language Arts Teachers

Activity - V.A.1.b Modeling	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Through technology teachers will model mini lessons to demonstrate all things writers do to reach proficiency.	Direct Instruction	12/02/2013	06/02/2014	\$0 - No Funding Required	All Language Arts Teachers

Strategy2:

V.A.4 Monitoring - Develop and implement school policies and administrative monitoring that meets the demands of the program review.

Research Cited:

Activity - V.A.4.a Literacy Policy	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The SBDM will review the literacy policy.	Policy and Process	03/10/2014	03/10/2014	\$0 - No Funding Required	Principal

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Activity - V.A.4.b I&I	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Two I&I's will be done to monitor the progress of the program reviews and make adjustments.	Policy and Process	11/07/2013	04/07/2014	\$0 - No Funding Required	All Teachers

Strategy3:

V.A.2 Professional Development - Provide professional development that meets the demands of the program review.

Research Cited:

Activity - V.A.2.a Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A pd will be given on text complexity	Professional Learning	12/02/2013	12/02/2013	\$0 - No Funding Required	Principal

Activity - V.A.2.b Writing Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A Professional Development session will be given on the writing process as it relates to the new standards.	Professional Learning	12/09/2013	12/09/2013	\$0 - No Funding Required	Principal

Strategy4:

V.A.3 Assessments - Develop and implement formative and summative assessments that meet the demands of the program review.

Research Cited:

Activity - V.A.3.a CIITS	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use CIITS and other available online assessments to monitor student progress in writing.	Academic Support Program	01/06/2014	06/02/2014	\$0 - No Funding Required	All Language Arts Teachers.