



# **KDE Comprehensive School Improvement Plan**

**Cold Hill Elementary School**  
**Laurel County**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School**

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

Cold Hill Elementary, home of the Cubs, is located in one of the most desirable and ever growing areas of Laurel County. Cold Hill Elementary continues to be an established school of high standards and excellence. Each year all the staff of Cold Hill Elementary makes strives to build upon, the long standing tradition of excellence that is associated with this fine institution. The teachers of Cold Hill Elementary work diligently with parents, and stakeholders, to foster an atmosphere that promotes a learning community characterized by child-centered instruction.

The Cold Hill Elementary School vision is that of a school that values the cooperative effort between school, home, and community. Our collective challenge is to create opportunities for every child to experience academic success, contribute to our society, and possess a strong sense of self-worth. Our school shall provide students with a safe and secure learning environment where they may take advantage of a wide variety of resources and learning strategies. We will accommodate different learning styles, celebrate diversity, and meet the individual needs of each student, because we recognize that every child in our community is unique. We will continue to grow as professionals, collaborate, and provide consistency, so our students can achieve their highest academic level. The staff, recognizing the changing nature of society, education and the profession, will utilize current knowledge and assessments to enhance the learning process. We are committed to creating a program where all students can achieve their maximum potential.

## **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 Cold Hill Elementary School mission is to teach, and guide, ALL children to be successful students and good citizens. School's Purpose school embodies its purpose through its program offerings and expectations for students.

### **Mission**

Cold Hill Elementary School's mission is to teach and guide ALL children to be successful students and good citizens.

### **Beliefs**

- ☐ We believe the purpose of our school is to provide the best possible atmosphere for teaching and learning.
- ☐ We believe that each child is a unique individual, capable of learning at his or her own rate of development
- ☐ We believe in beginning each day with positive attitudes in order to achieve positive outcomes

## **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.**

Cold Hill Elementary school has been recognized by the Kentucky Department of Education as a Distinguished School, as well as given the title School Of Distinction, as measured by the KPREP assessment. During the 2013-2014 school year, Cold Hill Elementary saw an increase in several assessed areas of the KPREP assessment. Most notable of those improvements is in the area of Mathematics. IN all accountability grades, the percentage of students scoring at Proficient/Distinguished increased from 36.9% in 2012-2013 to 70.0% in 2013-2014. The students in 5th grade scoring at or above Proficient in Mathematics increased from 58.3% in 2012-2013 to 83.0 in 2013-2014. The percent of our students scoring Novice also decreased from 19.0% in 2012-2013 to 2.2% in 2013-2014.

The notable achievements at Cold Hill Elementary extend beyond achievement and academics, but are also evident in extracurricular activities. During the 2010-2011 basketball season, the Cold Hill Lady Cubs won the Laurel County girls district championship. The Cold Hill Boys basketball team finished runner up during the 2012 season, and continued the trend of success during the 2013 season as tournament runner up. The Cold Hill academic team also won the district championship during the 2013 academic team season.

Improvements to instruction during the 2014-2015 school year revolve around Mathematics. Data suggests that there is a need to improve performance on Mathematics assessments for this school year. KPREP data shows that only 23.6% of students in 3rd grade scored at or above Proficient on predictive benchmarks. In order improve in this area, Cold Hill Elementary has paired with the UNITE organization and is currently utilizing a staff member from the AmeriCorps program. This teacher is being used to provide small group Mathematics instruction to students that are continually scoring below Proficient on KPREP, as well as other predictive benchmark assessments.

Students at Cold Hill Elementary also showed a decrease in performance in On-Demand Writing from the 2013-2014 school year. During the 2013-2014 school year 52.8% of 5th grade students scored at, or above, Proficient on KPREP assessments. This is down from 65.0% during the previous year.

## **Additional Information**

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

Cold Hill Elementary strives to provide an outstanding learning environment for the students of Laurel County. Student centered instruction provide the essential framework for a successful elementary education. Although student academic success is the driving factor behind many of our school programs, the environment at Cold Hill Elementary allows students to learn life skills that will allow them to be better citizens, and leaders. The school has a plethora of extra-curricular activities that are suitable for all students that attend the school. Sports programs such as Basketball, Cheerleading, and Archery promote healthy lifestyles and teach students the importance of being on a team. These programs also strive to instill leadership skills in all students that participate, all while feeding the competitive spirit that resides in all athletes. For students who are not interested in athletics, Cold Hill Elementary provides the opportunity to participate in the academic team, family reading nights, and many other student friendly activities, that allow students become involved in the school. All of the activities that are offered at Cold Hill Elementary help to provide the students with a balanced, well-rounded education.

# **2014-2015 Improvement Plan**

## Overview

### Plan Name

2014-2015 Improvement Plan

### Plan Description

2014-2015 Improvement Plan

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the averaged combined reading and mathematics K-PREP scores for elementary and middle school students from 66.7% to 73.9% by the year 2017	Objectives: 1 Strategies: 7 Activities: 13	Organizational	\$42300
2	Cold Hill Elementary primary students will increase 3rd grade mathematics and reading proficiency scores as measured by the K-PREP assessment.	Objectives: 1 Strategies: 2 Activities: 5	Academic	\$25800
3	Cold Hill Elementary staff will address areas for improvement as identified in the TELL KY survey results.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
4	Cold Hill Elementary will increase the averaged combined reading and mathematics K-PREP proficiency scores for all students in the non-duplicated gap group from 55.6% to 71.9% by the year 2017	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$7500
5	Program Review--Arts and Humanities	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$500
6	Program Review --PLCS	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$1000
7	Program Revei--Writing	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
8	Teachers Effectivness	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Increase the averaged combined reading and mathematics K-PREP scores for elementary and middle school students from 66.7% to 73.9% by the year 2017

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase student proficiency in reading and mathematics at Cold Hill Elementary from 45.4% to 58.2% by 05/23/2014 as measured by K-Prep scores.

### Strategy 1:

SRA Reading Program - All primary teachers, itinerant teachers and para-educators are trained in the implementation of the SRA Imagine It program. The principal and the curriculum coach will monitor the program for fidelity.

Category:

Activity - Reading Instructional Block	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2010	05/20/2014	\$0	No Funding Required	School Principal, Reading Coach, Library Media Specialist, Itinerant Teachers, Para-educators

### Strategy 2:

ESS - Targeted students receive reinforcement of reading and mathematics skills from a certified teacher/tutor. Tutoring will help to increase MAP scores, as well as K-Prep proficiency scores

Category:

Activity - Daytime Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction	08/08/2012	05/15/2013	\$6500	State Funds	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel

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**Strategy 3:**

Technology - Teachers and students will utilize available instructional technology to improve achievement.

Category:

Activity - Technology Resources	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Access and implement available technology resources, including Smartboards, teacher voice enhancement technology, Study Island, Compass, Fastt Math and classroom voting devices (CPS)	Technology	08/08/2012	05/15/2013	\$30000	District Funding	Principal, Curriculum Coaches, Teachers

**Strategy 4:**

Professional Development - All Cold Hill certified staff will participate in at least 24 hours of professional development throughout the school year.

Category:

Activity - RTI Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participate in Response to Intervention (RTI) training to utilize strategies to increase classroom performance from struggling students.	Professional Learning	08/08/2012	05/15/2013	\$250	State Funds	Principal, Certified Staff

Activity - SRA Reading Mastery PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Para-educators participated in training to utilize strategies to implement the SRA Reading Mastery program.	Professional Learning	08/08/2012	05/15/2013	\$300	State Funds	Principal, Classified Staff

Activity - Mathematical Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in training to utilize specific strategies on using and implementing math practices aligned with the common core standards.	Professional Learning	08/08/2012	05/15/2013	\$250	State Funds	Principal, Certified Staff, Math Coach

**Strategy 5:**

Assessment - Students are given multiple assessments throughout the school year in addition to the end of year state assessment, to monitor student achievement.

Category:

Activity - MAP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students are administered the MAP test three times a year to monitor student progress in the areas of reading and mathematics.	Academic Support Program	08/23/2010	05/15/2013	\$0	Other	Principal, Counselor, Curriculum Coaches, Teachers, Para-educators
<b>Activity - K-PREP</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All students in grades 3 through 5 are administered the K-Prep assessment in reading and mathematics. Fourth grade students are also assessed in the areas of science and language mechanics. Fifth grade students are assessed in the areas of social studies and on-demand writing.	Academic Support Program	04/29/2013	05/15/2013	\$0	No Funding Required	Principal, Counselor, Certified Staff, Para-educators, District Assessment Coordinator
<b>Activity - Brigance</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All incoming kindergarten students are administered the Brigance Early Childhood Screener.	Academic Support Program	08/08/2012	09/10/2012	\$0	No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches
<b>Activity - KELSA</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Kindergarten Early Literacy Skills Assessment. All kindergarten students are administered the Kindergarten Early Literacy Skills Assessment twice yearly to monitor student progress and mastery of early literacy skills.	Academic Support Program	08/08/2012	05/15/2013	\$0	No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches
<b>Activity - District Interim Assessments</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All students in grades 3 through 5 are given a common K-Prep-like assessment on the common core standards they have covered. This is given each 9 weeks covering standards that have been aligned to the district curriculum map.	Academic Support Program	10/10/2012	05/15/2013	\$0	No Funding Required	Principal, Curriculum Coaches, Teachers

## Strategy 6:

Reading Initiative - Decrease the number of students scoring below the 20th percentile on MAP assessments, and to increase the number of students scoring proficient and distinguished on the K-Prep.

Category:

Activity - Reading Mastery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program	Academic Support Program	08/09/2010	05/15/2013	\$5000	State Funds	Principal, Reading Coach, Teachers, Para-educators

**Strategy 7:**

Summer Reading Program - K through 5 students are given the opportunity to participate in the summer reading program.

Category:

Activity - Reading Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K through 5 students were given the opportunity to attend open library one day a week during the months of June and July, 2012. They were exposed to different reading materials and encouraged to take AR tests during this time.	Academic Support Program	06/05/2012	07/31/2012	\$0	No Funding Required	Principal, Library Media Specialist, FRYSC Staff

**Goal 2: Cold Hill Elementary primary students will increase 3rd grade mathematics and reading proficiency scores as measured by the K-PREP assessment.**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of Kindergarten, First, Second and Third grade students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7% in Mathematics by 05/15/2013 as measured by the K-PREP assessment..

**Strategy 1:**

Math Initiative - Students will improve 3rd grade math K-Prep scores by receiving specific skill level instruction.

Category:

Activity - Student Specific Mathematical Concepts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Third grade students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour mathematics flexible grouping. Math groups allow students to be grouped according to their RIT scores with smaller numbers of students. Additional support is provided to students needing additional assistance, utilizing Americorps personnel and para-educators. Specific skill level instruction will be administered in each math group.	Direct Instruction	08/08/2012	05/15/2013	\$0	No Funding Required	Principal, Teachers, Para-Educators, Math Coach
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Activity - Textbook Alignment With Common Core Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction	01/07/2013	05/15/2013	\$19500	Title I Part A, State Funds	Principal, Math Coach, Teachers

Activity - Mathematical Practices PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in training to utilize the new Envision textbooks, aligned with the common core standards.	Professional Learning	01/07/2013	05/15/2013	\$300	State Funds	Principal, Certified Staff

### Strategy 2:

Reading Initiative - All primary teachers, itinerant teachers and para-educators are trained in implementing the SRA Imagine It program and reading mastery. Principal and curriculum coach will monitor for fidelity.

Category:

Activity - Reading Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Direct Instruction	08/09/2010	05/15/2013	\$5000	Title I Part A	Principal, Reading Coach, Certified Staff, Classified Staff

Activity - Reading Mastery Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program.	Academic Support Program	08/09/2010	05/15/2013	\$1000	State Funds	Principal, Reading Coach, Teachers, Para-educators

## Goal 3: Cold Hill Elementary staff will address areas for improvement as identified in the TELL KY survey results.

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to identify specific strategies and to address the needs for school improvement by 05/15/2013 as measured by the TELL KY survey.

**Strategy 1:**

Committee Development - Teachers will be appointed to committees, which will allow committee chairs to voice concerns to the SBDM council.

Category:

Activity - School Committees	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Committees will be established with regularly scheduled meetings in order to address school needs. Committee chairs will report monthly to the SBDM council. All teachers will be assigned to at least one committee.	Policy and Process	08/08/2012	05/15/2013	\$0	No Funding Required	Principal, Certified and Classified Staff, SBDM Council

**Goal 4: Cold Hill Elementary will increase the averaged combined reading and mathematics K-PREP proficiency scores for all students in the non-duplicated gap group from 55.6% to 71.9% by the year 2017**

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

100% of Third, Fourth and Fifth grade Economically Disadvantaged students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7%. in Mathematics by 05/23/2014 as measured by the K-PREP assessment.

**Strategy 1:**

Morning Instruction - Targeted students in the non-duplicated gap group will participate in small group instruction before school begins to help increase K-Prep and MAP assessment scores.

Category:

Activity - Morning Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted non-duplicated gap students meet every morning before the start of school for specific skill reinforcement.	Extra Curricular	08/08/2012	05/15/2013	\$0	No Funding Required	Principal, Teachers, Para-educators

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### Strategy 2:

ESS - Targeted students receive reinforcement of reading and mathematics skills from a certified teacher/tutor. Tutoring will help to increase MAP scores, as well as K-Prep proficiency scores.

Category:

Activity - Extended School Services	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction	08/08/2012	05/15/2013	\$6500	State Funds	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel

### Strategy 3:

RTI - Response to Intervention (RTI) involves specific strategies utilized to increase classroom performance from struggling students.

Category:

Activity - Response to Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Response to Intervention (RTI) involves intervention strategies that are utilized to assist those students scoring in the bottom 10% of each grade level.	Direct Instruction	09/05/2012	05/15/2013	\$1000	State Funds	Principal, Teachers, Curriculum Coaches, Special Education Staff, Counselor

## Goal 5: Program Review--Arts and Humanities

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase our school's Arts and Humanities average overall score from 5.4 to 7.0 by 05/16/2014 as measured by the Program Review State Report.

### Strategy 1:

Professional Development - Professional development will be provided to Arts and Humanities teachers and to regulat education teachers in hopes to provide teachers with methods of providing students with access and opprotunity to Arts instructional throughout the instuctional day.

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Category:

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to Arts and Humanities teachers that keeps them abreast of best practices.	Professional Learning	08/05/2013	12/19/2013	\$500	School Council Funds	Arts and Humanities teachers, District Academic Support Staff, School Administrator.

## Goal 6: Program Review --PLCS

This plan includes progress notes which are at the very end of this document

### Measurable Objective 1:

collaborate to increase our school's PLCS average overall score from 3.6 to 7.0 by 05/16/2014 as measured by the Program review State Report.

### Strategy 1:

Curriculum and instruction - All students will have equitable access to high quality, rigorous health education, consumerism education and career education curriculum.

Category:

Activity - Health Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Health education curriculum is integrated and includes opportunities for cross-disciplinary connections.	Academic Support Program	08/19/2013	05/16/2014	\$500	General Fund	Counselor, School Nurse, Regular Education Teachers, Physical Education Teacher

Activity - Consumerism Education	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will apply core academic skills such as math and reading to solve real world problems and consumerism will be routinely integrated into the school curriculum	Academic Support Program	08/19/2013	05/16/2014	\$500	School Council Funds	Counselor, Regular and Special Education teachers, School Administrator

## Goal 7: Program Reveiw--Writing

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to increase our school Writing Average overall score from 5.4 in 2013 to 7.0 in 2014 by 05/16/2014 as measured by the Program Review State Report.

**Strategy 1:**

Vertical Planning - Teachers from all grade levels will work together to insure that the writing plan for Cold Hill Elemetnary is being implemented effectively.

Category:

Activity - Program Review Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Program review committee will be established and will break into sub committees one of which is to discuss the implementation of the writing policy across grade levels.	Policy and Process	08/19/2013	05/16/2014	\$0	No Funding Required	Program Review committee consisting of teachers from each grade level, school administrators

## Goal 8: Teachers Effectivness

This plan includes progress notes which are at the very end of this document

**Measurable Objective 1:**

collaborate to develop an understanding of the Teacher Professional Growth and Evaluation System (TPGES) by 05/16/2014 as measured by teacher awareness of the TPGES proficiency demonstrators.

**Strategy 1:**

TPGES professional Development - Teachers will engage in various learning opportunities throughout the year to become more familiar with the TPGES proficiency demonstrators.

Category:

Research Cited: Charolette Danielson

Activity - Teacher Training on TPGES	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will train using video lessons provided by Teachscape in order to see demonstrations of teachers that are teaching with proficiency as defined by the TPGES.	Professional Learning	01/01/2014	05/16/2014	\$0	No Funding Required	Principal, and Certified Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Initiative	Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Direct Instruction	08/09/2010	05/15/2013	\$5000	Principal, Reading Coach, Certified Staff, Classified Staff
Textbook Alignment With Common Core Standards	Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction	01/07/2013	05/15/2013	\$11000	Principal, Math Coach, Teachers
<b>Total</b>					\$16000	

### General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Health Education	Health education curriculum is integrated and includes opportunities for cross-disciplinary connections.	Academic Support Program	08/19/2013	05/16/2014	\$500	Counselor, School Nurse, Regular Education Teachers, Physical Education Teacher
<b>Total</b>					\$500	

### School Council Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Professional development will be provided to Arts and Humanities teachers that keeps them abreast of best practices.	Professional Learning	08/05/2013	12/19/2013	\$500	Arts and Humanities teachers, District Academic Support Staff, School Administrator.
Consumerism Education	Students will apply core academic skills such as math and reading to solve real world problems and consumerism will be routinely integrated into the school curriculum	Academic Support Program	08/19/2013	05/16/2014	\$500	Counselor, Regular and Special Education teachers, School Administrator
<b>Total</b>					<b>\$1000</b>	

## State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reading Mastery Program	All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program	Academic Support Program	08/09/2010	05/15/2013	\$5000	Principal, Reading Coach, Teachers, Para-educators
Textbook Alignment With Common Core Standards	Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction	01/07/2013	05/15/2013	\$8500	Principal, Math Coach, Teachers
Mathematical Practices PD	Teachers will participate in training to utilize the new Envision textbooks, aligned with the common core standards.	Professional Learning	01/07/2013	05/15/2013	\$300	Principal, Certified Staff
Mathematical Practices PD	Teachers participated in training to utilize specific strategies on using and implementing math practices aligned with the common core standards.	Professional Learning	08/08/2012	05/15/2013	\$250	Principal, Certified Staff, Math Coach
Daytime Tutoring	Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction	08/08/2012	05/15/2013	\$6500	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel

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Extended School Services	Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction	08/08/2012	05/15/2013	\$6500	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel
Response to Intervention	Response to Intervention (RTI) involves intervention strategies that are utilized to assist those students scoring in the bottom 10% of each grade level.	Direct Instruction	09/05/2012	05/15/2013	\$1000	Principal, Teachers, Curriculum Coaches, Special Education Staff, Counselor
Reading Mastery Program	All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program.	Academic Support Program	08/09/2010	05/15/2013	\$1000	Principal, Reading Coach, Teachers, Para-educators
RTI Professional Development	Teachers participate in Response to Intervention (RTI) training to utilize strategies to increase classroom performance from struggling students.	Professional Learning	08/08/2012	05/15/2013	\$250	Principal, Certified Staff
SRA Reading Mastery PD	Para-educators participated in training to utilize strategies to implement the SRA Reading Mastery program.	Professional Learning	08/08/2012	05/15/2013	\$300	Principal, Classified Staff
<b>Total</b>					\$29600	

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MAP	All students are administered the MAP test three times a year to monitor student progress in the areas of reading and mathematics.	Academic Support Program	08/23/2010	05/15/2013	\$0	Principal, Counselor, Curriculum Coaches, Teachers, Para-educators
<b>Total</b>					\$0	

### No Funding Required

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Program Review Committee	Program review committee will be established and will break into sub committees one of which is to discuss the implementation of the writing policy across grade levels.	Policy and Process	08/19/2013	05/16/2014	\$0	Program Review committee consisting of teachers from each grade level, school administrators
Morning Instruction	Targeted non-duplicated gap students meet every morning before the start of school for specific skill reinforcement.	Extra Curricular	08/08/2012	05/15/2013	\$0	Principal, Teachers, Para-educators
Student Specific Mathematical Concepts	Third grade students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour mathematics flexible grouping. Math groups allow students to be grouped according to their RIT scores with smaller numbers of students. Additional support is provided to students needing additional assistance, utilizing Americorps personnel and para-educators. Specific skill level instruction will be administered in each math group.	Direct Instruction	08/08/2012	05/15/2013	\$0	Principal, Teachers, Para-Educators, Math Coach
Reading Activities	All K through 5 students were given the opportunity to attend open library one day a week during the months of June and July, 2012. They were exposed to different reading materials and encouraged to take AR tests during this time.	Academic Support Program	06/05/2012	07/31/2012	\$0	Principal, Library Media Specialist, FRYSC Staff
Brigance	All incoming kindergarten students are administered the Brigance Early Childhood Screener.	Academic Support Program	08/08/2012	09/10/2012	\$0	Principal, Teachers, Para-educators, Curriculum Coaches
School Committees	Committees will be established with regularly scheduled meetings in order to address school needs. Committee chairs will report monthly to the SBDM council. All teachers will be assigned to at least one committee.	Policy and Process	08/08/2012	05/15/2013	\$0	Principal, Certified and Classified Staff, SBDM Council
District Interim Assessments	All students in grades 3 through 5 are given a common K-Prep-like assessment on the common core standards they have covered. This is given each 9 weeks covering standards that have been aligned to the district curriculum map.	Academic Support Program	10/10/2012	05/15/2013	\$0	Principal, Curriculum Coaches, Teachers

## KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

K-PREP	All students in grades 3 through 5 are administered the K-Prep assessment in reading and mathematics. Fourth grade students are also assessed in the areas of science and language mechanics. Fifth grade students are assessed in the areas of social studies and on-demand writing.	Academic Support Program	04/29/2013	05/15/2013	\$0	Principal, Counselor, Certified Staff, Para-educators, District Assessment Coordinator
Reading Instructional Block	Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program	08/09/2010	05/20/2014	\$0	School Principal, Reading Coach, Library Media Specialist, Itinerant Teachers, Para-educators
KELSA	Kindergarten Early Literacy Skills Assessment. All kindergarten students are administered the Kindergarten Early Literacy Skills Assessment twice yearly to monitor student progress and mastery of early literacy skills.	Academic Support Program	08/08/2012	05/15/2013	\$0	Principal, Teachers, Para-educators, Curriculum Coaches
Teacher Training on TPGES	Teachers will train using video lessons provided by Teachscape in order to see demonstrations of teachers that are teaching with proficiency as defined by the TPGES.	Professional Learning	01/01/2014	05/16/2014	\$0	Principal, and Certified Staff
<b>Total</b>					\$0	

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Resources	Access and implement available technology resources, including Smartboards, teacher voice enhancement technology, Study Island, Compass, Fastt Math and classroom voting devices (CPS)	Technology	08/08/2012	05/15/2013	\$30000	Principal, Curriculum Coaches, Teachers
<b>Total</b>					\$30000	

## Progress Notes

Type	Name	Status	Comments	Created On	Created By
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# **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?**

Kentucky Performance Rating for Educational Progress results are providing a wealth of information that must be disaggregated in order to answer questions that are relevant to student and classroom performance within our school building.

Upon receiving our state assessment results, the first question that needed to be answered was in regard to classroom performance.

Individual student scores needed to be divided into classrooms from the previous year in order to view individual classroom performance.

Also, individual student scores needed to be divided into current classrooms in order to compare results. From there, students are targeted based upon testing results. Students performing low in each content area are noted and classroom teachers are made aware. Meetings are scheduled with classroom teachers and discussions are held to come up with ways to differentiate instruction in order to improve individual student achievement. From here, questions are formed and plans are made, concerning school-wide improvement.

The school report card provides annual measurable objectives. With this information, teachers, and building level administrators, work together to create goals for the school. Emphasis is placed upon accountable components. The data/information tells us much more about student achievement than in years past. The individual student report provides a growth component that showcases growth of individual students compared to all Kentucky students in the same grade. This provides the opportunity for student growth to be reflected on testing results, whereas in the past, only student achievement was accounted for.

The data/information fails to inform the schools of individual student needs with concerns to the common core standards. The data would also be better served if the students were broken down into the classrooms in which they were assessed rather than generated in alphabetical order and by grade level. The test data would also be more useful if schools had access to an item analysis of testing questions.

## **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?**

According to Kentucky Performance Rating for Educational Progress results. Cold Hill Elementary can celebrate many areas of strength. The biggest strength is the Mathematics component. Our level of Proficient/Distinguished is at 70.0%, which is an improvement from the prior year. The implementation of the Mathematics program that is being used by all accountability level teachers has proven to be very effective. Teachers are using knowledge of KPREP-like testing situations to put students through a variety of scrimmage testing throughout the school year.

KPREP results also noted a trend data score of 75.5 percent Proficient/Distinguished in Social Studies. Science has also proven to be a strength in the last two years of assessment accountability results. 75.5 of our 4th grades students scored at or above proficient level.

## **Opportunities for Improvement**

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

With the implementation of Kentucky's new accountability system, it is simple to identify areas for improvement. Knowledge of the accountability system itself would be a need improvement area for our school because of the newness of this system. KPREP results identified many areas where improvement must be made in order to keep progressing to the overall goal of becoming a school of distinction.

Reading scores need to be slightly improved in order to reach our goals. The argument can be made that the rigor of the new Common Core standards being implemented in the classroom was cause for the drop in percent of Proficiency. Another aspect of the accountability system could be cause for the drop as well. Students struggled to finish with examinations within the allotted time provided. In order to improve in this, area teachers will need to better prepare students to take the exam within the test's parameters. Students will need to be conditioned to respond to questions and skim passages in a timelier manner. If students complete the test and we change nothing from the previous year, this should result in a minimal amount of improvement. Pair this with teachers becoming more familiar with the Common Core Standards and gaps in previous years' student performance, then a moderate amount of growth becomes very attainable.

Mathematics achievement needs to be maintained throughout the course of this school year. Teachers are becoming evermore familiar with new state mathematics standards and teachers must continue teaching/implementing these standards with fidelity.

With improvements in these areas our school should see a nominal amount of gain on next year's results. The areas mentioned were relatively good compared to the state level. However, progress needs to be made in order to reach the elusive Distinction goal and, with adjustments made in these two component areas, the goal would be attainable.

## **Conclusion**

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

Upon reviewing the data provided to us from the Kentucky Performance Rating for Educational Progress assessment, many areas will be the focal point of improvement for the 2014-2015 school year. Our staff will continue to collaborate and reflect upon teaching practices that are being used. We will introduce new ways to better prepare our students for this state examination by providing test-like situations for students in order to train them. We will focus upon our strengths and improve upon areas of weakness.

# **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?**

Mr. Jason C. Faulkner, Principal, SBDMC Chairperson

Mrs. Kendra Baker, Teacher, SBDMC Teacher Representative, Community Representative

Mrs. Kimberly Cunagin, Teacher, SBDMC Teacher Representative

Mrs. Karen Poff, Teacher, SBDMC Teacher Representative

Mrs. Wendi Dizney, Parent, SBDMC Parent Representative, Parent Teacher Organization Officer, Community Representative

Mrs. Letisha Dugger, School Employee, Community Representative

Mrs. Gina White, School Employee, Parent, Community Representative

Mrs. Tenver Owens, School Guidance Counselor

Mrs. Stephanie McKnight, Parent, Parent-Teacher Organization Officer, Community Representative

Mrs. Martha Breeding, Parent, Parent Teacher Organization Officer, Community Member

Mrs. Mitzi Alsip, Parent, Parent Teacher Organization Officer, Community Representative

Mrs. Jessica Robinson, Parent, Parent Teacher Organization Member, Community Representative

## Relationship Building

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

Overall Rating: 3.29

	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).	School staff implements systematic steps to welcome the parents of new and ESL students (for example, using home visits, personal calls or letters, open houses, and/or other methods).	Proficient

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

	Statement or Question	Response	Rating
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.	Student/family feedback data on school welcoming and engagement efforts is retained in a useable confidential format and can be retrieved for district or school assistance to families.	Distinguished

## Communications

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

Overall Rating: 3.0

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

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

	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 partners with community leaders and organizations to build parent understanding of academic expectations, school strategies, and student achievement results.	Proficient

	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).	A conference is held twice a year for all students and includes parent or advocate, student and teachers. School council develops ways to address data that is collected.	Distinguished

	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

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
7.	Stakeholder survey data is consistently used to plan school improvement efforts and to evaluate their effectiveness.	School staff develops a short survey that is distributed to parents, response rate is low and results are not shared with all stakeholders.	Novice

## 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: 3.57

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

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

	Statement or Question	Response	Rating
3.	Parents on the SBDM council and committees engage and mentor many other parents by reporting to multiple groups and seeking input through surveys, meetings, and varied other methods.	School council seeks all parents' input and mentors participation through multiple sources and seeks all stakeholder groups' involvement.	Distinguished

	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.	Parents and community stakeholders are trained in academic achievement planning and authentic participation, with school council regularly checking the implementation and impact of that work.	Distinguished

	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 actively recruits parents to serve on committees related to school improvement that review and revise objectives continuously and is informed by data.	Distinguished

	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 treated as valued partners on school leadership teams, SBDM council and committees, and other groups making decisions about school improvement.	Proficient

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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 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 in committee work.	Proficient

## 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: 3.0

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

	Statement or Question	Response	Rating
2.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Most parents participate actively in student led conferences or other two-way communication about meeting their child's individual learning needs.	Proficient

	Statement or Question	Response	Rating
3.	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130).	Parents report participating actively and effectively in required planning for individual learning, for example, Individual Education Plans, Individual Learning Plans, Gifted Student Plans, 504 Plans, and intervention strategies to ensure college readiness (Senate Bill 130.)	Proficient

	Statement or Question	Response	Rating
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 ensures that parents and community members are well informed about how to become an educational advocate or how to access an educational advocate when needed.	Proficient

	Statement or Question	Response	Rating
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: 2.83

	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	District and school leadership involve all stakeholders, use many community resources and opportunities to explain standards and rights as defined under Proficient, and expects that all parents will have adequate information and understanding of these practices. Parents with barriers to learning are individually assisted.	Distinguished

	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 displays proficient student work with scoring guides to demonstrate academic expectations to parents and students, and updates the displays regularly.	Proficient

	Statement or Question	Response	Rating
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.	District and school staffs collaborate with parents and community members to provide training on how to support children's learning, district and school improvement efforts.	Distinguished

	Statement or Question	Response	Rating
5.	School council has a classroom observation policy that welcomes families to visit all classrooms.	School staff allows parents to visit regular education classrooms upon request. There is no school policy.	Novice

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

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	<b>Statement or Question</b>	<b>Response</b>	<b>Rating</b>
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: 3.0

	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 regularly shares information on student achievement and involves business and community leaders in school improvement efforts.	Proficient

	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 collaborates with businesses, organizations, and agencies to address individual student needs and shares that information with parents.	Proficient

	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.

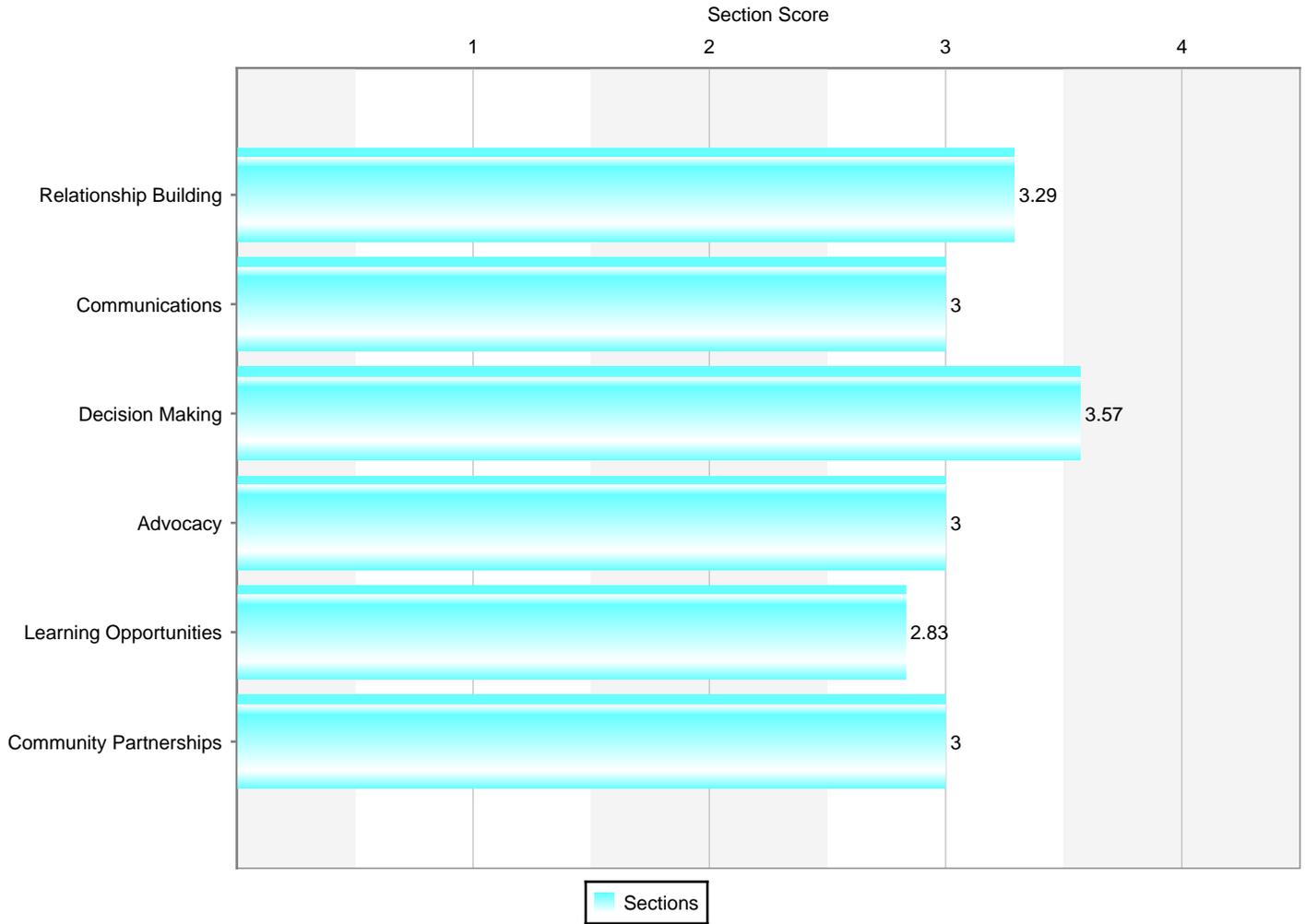
### **Reflect upon your responses to each of the Missing Piece objectives.**

Cold Hill Elementary strives to provide the students of Laurel County with a first-class educational opportunity. In order to do so, it is of the utmost importance to ensure that relationships among parents, students, teachers, support staff, and community members remain as a definitive strength for our school. The faculty and staff at Cold Hill elementary make it a point to engage parents in discussions about academic and behavioral expectations periodically, both formally and impromptu. Our school has a plethora of formal parent events per year designed to instill these expectations. We utilize, open house meetings at the beginning of the school year, formal school-wide parent teacher conferences, parent workshops discussing benchmark assessments and ways to improve student performances, and a variety of other formal meetings designed to give stakeholders up to date information on student, and school progress. Our school utilizes a variety of methods to ensure meaningful two-way communication with parents. These the methods are (but not limited to) face to face conferences, telephone conferences, homework folders, weekly newsletters, and email correspondence. Cold Hill Elementary also seeks to inform, as well as engage, parents and the community through an active school web page, one call system, PTO Facebook page, class room webpages and the school marquee. Student academic progress is also communicated through a variety of methods. Teachers are encouraged to send home students graded work with feedback. Parents are, in turn, encouraged to make comments on student work. Parents are also encouraged to log onto the parent portal of Infinite Campus in order to access their child's performance in real-time. Benchmark assessments are also given 3 times per year utilizing the Markers of Academic Progress (MAP) assessments and the Discovery Education Assessment (DEA), along with students who need more intensive intervention receiving and being monitored via IREADY.

Communications are also a strength of Cold Hill Elementary as described in Relationship-Building. The school's faculty and staff communicates with parents in a variety of ways. School and classroom newsletters are published weekly, and weekly/daily assignment agendas are filled out and sent home with the students. Our school solicits input from all its stakeholders, which is taken to SBDMC. This valuable input is then considered as council reviews and allocates available resources. Home visits are made on an as needed basis by administration and school faculty or staff. Parent conferences are scheduled when needed, but we provide them, formally, at least once per semester. Grade levels and department level achievement is periodically reported to the SBDMC. Furthermore, our school has a very active Parent-Teacher Organization which works in collaboration with the school to help with special events, such as career fairs, Native American day, old fashioned days, guest speakers, holiday programs, etc. In order to sustain this as a strength, we plan to continue our programs effectively, all while seeking other opportunities to improve and refine efforts to advance our decision making abilities by reaching out to our stakeholders and seeking to involve them more directly in our student's education.

## 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.**

Cold Hill Elementary utilizes several methods to communicate and encourage stakeholder participation and involvement in our Comprehensive Improvement Plan. Our policies, procedures, and practices reflect our belief that involvement of stakeholders is a key component in student success. Putting students first is a common thread in all that we do. Stakeholder involvement ensures that we can accomplish this goal.

Our school utilizes a parent volunteer program that encourages parents to participate in students learning. Cooperation among parents, teachers, community, and business partners encourages team effort toward raising student achievement and creating an environment conducive to learning, which is the goal of our improvement plan. Parent and community members accept a leading role in communicating and eliciting involvement from non-members. These members receive training from district leaders that explains their roles and responsibilities according to school, district and state guidelines. Our school has documented many hours of integration of volunteers in our school.

The Site Based Decision Making Council is another process that encourages stakeholder involvement. The SBDMC provides leadership and guides the school. Parent members serve as liaisons to the community, keeping them informed of opportunities and invitations to share and express their ideas for improvement throughout the year as our plan is monitored and improved. The school's process of selecting parent and teacher members to council is in accordance to KRS160.345. Parent members are selected through a process conducted and created by PTO. A letter is sent home explaining the qualifications, timeline and process details along with a nomination form. The district's all-call system is used to notify all parents that the election process is underway. PTO officers confirm eligibility and compile a list of candidates for a scheduled election. PTO designates members to count the secret ballots and members are elected by plurality (most votes.) Parent council members receive training from KDE that explains their role as part of a leadership team, which includes the responsibility of monitoring and increasing student achievement. Council voted on holding monthly meetings that accommodated most employed parents. Teacher members are selected by a process developed and conducted by teachers in accordance to KRS160.345. Non-council and noncandidacy teachers conduct the election process. All teachers assigned to the building are notified of the timeline, teacher eligibility requirements and the process; nominations are gathered, confirmed and compiled into a list of candidates. During a scheduled election, secret ballots are tallied under the supervision of the designated teachers. Members are selected by majority vote (one more vote than half). Teacher members receive training from KDE explaining their roles and responsibilities. Records show that council members also receive continued guidance from the principal/chairperson throughout the year, which maximizes their efforts. All S.B.D.M. Council meetings are conducted according to the Kentucky Open Meetings Law KRS 61.800- 61.850-61.991. This ensures all stakeholders are informed of opportunities to participate in the school's improvement process.

Another facet of stakeholder participation is through PTO monthly meetings. Teachers and S.B.D.M. Council members exchange information to help expand the coverage of community contacts, which increases participation opportunities. Monthly newsletters are generated that contain a variety of information for parents, which is also posted within the school and on the school webpage. Teachers send home weekly newsletters, notes, monthly calendars, and they continue to maintain a daily parent contact log. Our Family Resource Center (FRC) serves as a school liaison, while acting in the capacity to reduce non-cognitive barriers to student learning. A variety of workshops are conducted for parents/guardians, which several are hosted by community volunteers and/or teachers. Home visits and phone calls are typical modes of

contact, which serve as invitations to become involved in their child's school and education. FRC sponsors several community building events throughout the year and is actively involved with reducing barriers to learning for our families. Monthly advisory meetings are held that address numerous topics about what is happening in the school. Community members and business partners are invited to and attend these meetings.

Finally, Cold Hill Elementary conducts scheduled monthly faculty meetings, and weekly Professional Learning Community Meetings. Other Staff meetings are held on as needed basis. These sessions are conducive to teacher stakeholder sharing and problem solving, as well as opportunities for recognition and a vehicle for professional growth.

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

This year's S.B.D.M. Council is comprised of 2 Parents, both of which live and work in our community and three teacher members whom are tenured, veteran teachers. The Principal/Chairperson holds a Rank I certification, with several hours above, and has one child that will soon attend Cold Hill Elementary. The principal has eleven years of experience in the education profession, and is an active and enthusiastic participant in the school and community. Our PTO officers are comprised of teacher and parent members who agree to serve as officers. Our parents work diligently to provide our school with resources that we could not have otherwise been provided. All of these people serve in leadership roles. Resources and materials needed for the data disaggregation were compiled and through various methods of communication, including email, and face to face, committees were formed based on interest and areas of expertise. SBDMC received updates and reports regarding the CSIP and our progress.

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

Once the CSIP received its final approval from the SBDM Council it was formally shared with its stakeholder groups. Each December the PTO president presents the plan to its members, a presentation is provided to the board of education, the FRC Coordinator shares the plan during an advisory meeting, teachers and staff are given a copy of the final draft, and a copy of the plan is maintained in the school office and library for visitors to review upon request. Though the plan may be revisited throughout the year, a formal review is conducted semiannually. Progress notes and SBDMC approved revisions are made directly in ASSIST and communicated to stakeholder groups.

## **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	Each year the staff of Cold Hill Elementary have a meeting to disaggregate testing data. During this meeting the staff will relate assessment data to improvements than need to be made within the instructional scope of the school.	

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	The staff of Cold Hill Elementary meet during the annual Comprehensive School Improvement Plan meeting in order to discuss instructional strategies that can be reformed, or strengthened in order to increase the quality of instruction that is being delivered to the students.	

Label	Assurance	Response	Comment	Attachment
Preschool Transition	The school planned preschool transition strategies and the implementation process.	Yes	Throughout the school year students that are attending the preschool program are introduced to various strategies designed to transition them into Kindergarten. The school also works to build relationships with the parents of the preschool students in order to further assimilate them into the school culture.	

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	The staff of Cold Hill Elementary provides research-based instructional strategies for students that are experiencing the greatest amount of difficulty mastering the states academic achievement standards. The primary strategy that is used at Cold Hill Elementary is differentiated instruction. Students are ability grouped in reading, and math and intense, specific instruction is given to the students that are continually underachieving.	

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Label	Assurance	Response	Comment	Attachment
Highly Qualified Teachers	The school planned strategies to recruit and retain highly qualified teachers.	Yes	All the teachers at Cold Hill Elementary are highly qualified, and are teaching in content fields that are specific to their certification. The school Site Based Decision Making Council uses a variety of methods to ensure that newly hired teachers are among the best of all available applicants. The staff at Cold Hill Elementary pride themselves on the fact that the school provides a warm and welcoming atmosphere and this encourages current, as well as potential staff, to want to work at Cold Hill Elementary.	

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	All teachers and paraprofessionals meet requirements set forth by NCLB. All certified teachers have achieved Highly Qualified Status under NCLB.	

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		

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	Cold Hill Elementary makes great efforts to include parents, and stakeholders, in all aspects of the education program.	

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	The staff of Cold Hill Elementary have provided a plethora of activities for staff members. These activities are specifically designed to increase knowledge of various aspects of the school environment, thus ensuring that our teachers remain current on new processes and strategies.	

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

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	The staff of Cold Hill elementary meet annually in order to address the implementation of the school improvement plan. Assessment data is reviewed by all teachers and decisions are made by school administrators, and teachers that are designed to improve the school	

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

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

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

Label	Assurance	Response	Comment	Attachment
Targeted Assistance Activities	The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.	Yes	The students at Cold Hill elementary recieve a variety of assistance programs that supports the regular education program. All students in the primary program recieve differentiated reading instruction witin the ELGIN program. This program provides students with small group reading instruction that is delivered to students at their ability levels.	

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

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

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	All activities within the scope of the education program are monitored using Discovery Education Assessments and Measures of Academic Progress assessments. The results of these periodical assessments, paired with the results from the KPREP provide information that help to improve instructional strategies and professional development activities.	

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

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

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

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

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

**KDE Comprehensive School Improvement Plan**

Cold Hill Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

**KDE Comprehensive School Improvement Plan**

Cold Hill Elementary School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
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		

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

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Cap Size Requirements	The school met its cap size requirements without using Title II funds.	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 2015. The process focuses school and district improvement efforts on student needs by bringing together all stakeholders to plan for improvement, by focusing planning efforts on priority needs and closing achievement gaps between subgroups of students, by building upon school and district capacity for high quality planning, and by making connections between the funds that flow into the district and the priority needs in schools.

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

## Planning and Accountability Requirements

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

**Goal 1:**

Cold Hill Elementary staff will address areas for improvement as identified in the TELL KY survey results.

**Measurable Objective 1:**

collaborate to identify specific strategies and to address the needs for school improvement by 05/15/2013 as measured by the TELL KY survey.

**Strategy1:**

Committee Development - Teachers will be appointed to committees, which will allow committee chairs to voice concerns to the SBDM council.

Category:

Research Cited:

Activity - School Committees	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Committees will be established with regularly scheduled meetings in order to address school needs. Committee chairs will report monthly to the SBDM council. All teachers will be assigned to at least one committee.	Policy and Process			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Certified and Classified Staff, SBDM Council

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

**Goal 1:**

Increase the averaged combined reading and mathematics K-PREP scores for elementary and middle school students from 45.4% to 73.9% by the year 2017

**Measurable Objective 1:**

collaborate to increase student proficiency in reading and mathematics at Cold Hill Elementary from 45.4% to 58.2% by 05/23/2014 as measured by K-Prep scores.

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

## Strategy1:

Assessment - Students are given multiple assessments throughout the school year in addition to the end of year state assessment, to monitor student achievement.

Category:

Research Cited:

Activity - Brigrance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students are administered the Brigrance Early Childhood Screener.	Academic Support Program			08/08/2012	09/10/2012	\$0 - No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches

Activity - District Interim Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3 through 5 are given a common K-Prep-like assessment on the common core standards they have covered. This is given each 9 weeks covering standards that have been aligned to the district curriculum map.	Academic Support Program			10/10/2012	05/15/2013	\$0 - No Funding Required	Principal, Curriculum Coaches, Teachers

Activity - K-PREP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3 through 5 are administered the K-Prep assessment in reading and mathematics. Fourth grade students are also assessed in the areas of science and language mechanics. Fifth grade students are assessed in the areas of social studies and on-demand writing.	Academic Support Program			04/29/2013	05/15/2013	\$0 - No Funding Required	Principal, Counselor, Certified Staff, Para-educators, District Assessment Coordinator

Activity - MAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are administered the MAP test three times a year to monitor student progress in the areas of reading and mathematics.	Academic Support Program			08/23/2010	05/15/2013	\$0 - Other	Principal, Counselor, Curriculum Coaches, Teachers, Para-educators

Activity - KELSA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Early Literacy Skills Assessment. All kindergarten students are administered the Kindergarten Early Literacy Skills Assessment twice yearly to monitor student progress and mastery of early literacy skills.	Academic Support Program			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

## Strategy2:

Reading Initiative - Decrease the number of students scoring below the 20th percentile on MAP assessments, and to increase the number of students scoring proficient and distinguished on the K-Prep.

Category:

Research Cited:

Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program	Academic Support Program			08/09/2010	05/15/2013	\$5000 - State Funds	Principal, Reading Coach, Teachers, Para-educators

## Strategy3:

Professional Development - All Cold Hill certified staff will participate in at least 24 hours of professional development throughout the school year.

Category:

Research Cited:

Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in training to utilize specific strategies on using and implementing math practices aligned with the common core standards.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff, Math Coach

Activity - SRA Reading Mastery PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Para-educators participated in training to utilize strategies to implement the SRA Reading Mastery program.	Professional Learning			08/08/2012	05/15/2013	\$300 - State Funds	Principal, Classified Staff

Activity - RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Response to Intervention (RTI) training to utilize strategies to increase classroom performance from struggling students.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff

## Strategy4:

Technology - Teachers and students will utilize available instructional technology to improve achievement.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement available technology resources, including Smartboards, teacher voice enhancement technology, Study Island, Compass, Fastt Math and classroom voting devices (CPS)	Technology			08/08/2012	05/15/2013	\$30000 - District Funding	Principal, Curriculum Coaches, Teachers

## Strategy5:

SRA Reading Program - All primary teachers, itinerant teachers and para-educators are trained in the implementation of the SRA Imagine It program. The principal and the curriculum coach will monitor the program for fidelity.

Category:

Research Cited:

Activity - Reading Instructional Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program			08/09/2010	05/20/2014	\$0 - No Funding Required	School Principal, Reading Coach, Library Media Specialist, Itinerant Teachers, Para-educators

## Strategy6:

Summer Reading Program - K through 5 students are given the opportunity to participate in the summer reading program.

Category:

Research Cited:

Activity - Reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 5 students were given the opportunity to attend open library one day a week during the months of June and July, 2012. They were exposed to different reading materials and encouraged to take AR tests during this time.	Academic Support Program			06/05/2012	07/31/2012	\$0 - No Funding Required	Principal, Library Media Specialist, FRYSC Staff

## Strategy7:

ESS - Targeted students receive reinforcement of reading and mathematics skills from a certified teacher/tutor. Tutoring will help to increase MAP scores, as well as K-Prep proficiency scores

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Daytime Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction			08/08/2012	05/15/2013	\$6500 - State Funds	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel

## Goal 2:

Cold Hill Elementary primary students will increase 3rd grade mathematics and reading proficiency scores as measured by the K-PREP assessment.

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7% in Mathematics by 05/15/2013 as measured by the K-PREP assessment..

## Strategy1:

Math Initiative - Students will improve 3rd grade math K-Prep scores by receiving specific skill level instruction.

Category:

Research Cited:

Activity - Student Specific Mathematical Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour mathematics flexible grouping. Math groups allow students to be grouped according to their RIT scores with smaller numbers of students. Additional support is provided to students needing additional assistance, utilizing Americorps personnel and para-educators. Specific skill level instruction will be administered in each math group.	Direct Instruction			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-Educators, Math Coach

Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to utilize the new Envision textbooks, aligned with the common core standards.	Professional Learning			01/07/2013	05/15/2013	\$300 - State Funds	Principal, Certified Staff

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Textbook Alignment With Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction			01/07/2013	05/15/2013	\$11000 - Title I Part A \$8500 - State Funds	Principal, Math Coach, Teachers

## Strategy2:

Reading Initiative - All primary teachers, itinerant teachers and para-educators are trained in implementing the SRA Imagine It program and reading mastery. Principal and curriculum coach will monitor for fidelity.

Category:

Research Cited:

Activity - Reading Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Direct Instruction			08/09/2010	05/15/2013	\$5000 - Title I Part A	Principal, Reading Coach, Certified Staff, Classified Staff

Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program.	Academic Support Program			08/09/2010	05/15/2013	\$1000 - State Funds	Principal, Reading Coach, Teachers, Para-educators

## Goal 3:

Cold Hill Elementary will increase the averaged combined reading and mathematics K-PREP proficiency scores for all students in the non-duplicated gap group from 34.5% to 71.9% by the year 2017

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7%. in Mathematics by 05/23/2014 as measured by the K-PREP assessment.

### Strategy1:

Morning Instruction - Targeted students in the non-duplicated gap group will participate in small group instruction before school begins to help increase K-Prep and MAP assessment scores.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Morning Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Targeted non-duplicated gap students meet every morning before the start of school for specific skill reinforcement.	Extra Curricular			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-educators

## Strategy2:

RTI - Response to Intervention (RTI) involves specific strategies utilized to increase classroom performance from struggling students.

Category:

Research Cited:

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention (RTI) involves intervention strategies that are utilized to assist those students scoring in the bottom 10% of each grade level.	Direct Instruction			09/05/2012	05/15/2013	\$1000 - State Funds	Principal, Teachers, Curriculum Coaches, Special Education Staff, Counselor

## Strategy3:

ESS - Targeted students receive reinforcement of reading and mathematics skills from a certified teacher/tutor. Tutoring will help to increase MAP scores, as well as K-Prep proficiency scores.

Category:

Research Cited:

Activity - Extended School Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction			08/08/2012	05/15/2013	\$6500 - State Funds	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel

**All children were screened for kindergarten readiness.**

## Goal 1:

Cold Hill Elementary primary students will increase 3rd grade mathematics and reading proficiency scores as measured by the K-PREP assessment.

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7% in Mathematics by 05/15/2013 as measured by the K-PREP assessment..

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

## Strategy1:

Math Initiative - Students will improve 3rd grade math K-Prep scores by receiving specific skill level instruction.

Category:

Research Cited:

Activity - Student Specific Mathematical Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour mathematics flexible grouping. Math groups allow students to be grouped according to their RIT scores with smaller numbers of students. Additional support is provided to students needing additional assistance, utilizing Americorps personnel and para-educators. Specific skill level instruction will be administered in each math group.	Direct Instruction			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-Educators, Math Coach

Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to utilize the new Envision textbooks, aligned with the common core standards.	Professional Learning			01/07/2013	05/15/2013	\$300 - State Funds	Principal, Certified Staff

Activity - Textbook Alignment With Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction			01/07/2013	05/15/2013	\$8500 - State Funds \$11000 - Title I Part A	Principal, Math Coach, Teachers

## Strategy2:

Reading Initiative - All primary teachers, itinerant teachers and para-educators are trained in implementing the SRA Imagine It program and reading mastery. Principal and curriculum coach will monitor for fidelity.

Category:

Research Cited:

Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program.	Academic Support Program			08/09/2010	05/15/2013	\$1000 - State Funds	Principal, Reading Coach, Teachers, Para-educators

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Reading Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Direct Instruction			08/09/2010	05/15/2013	\$5000 - Title I Part A	Principal, Reading Coach, Certified Staff, Classified Staff

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

### Goal 1:

Increase the averaged combined reading and mathematics K-PREP scores for elementary and middle school students from 45.4% to 73.9% by the year 2017

### Measurable Objective 1:

collaborate to increase student proficiency in reading and mathematics at Cold Hill Elementary from 45.4% to 58.2% by 05/23/2014 as measured by K-Prep scores.

### Strategy1:

Technology - Teachers and students will utilize available instructional technology to improve achievement.

Category:

Research Cited:

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement available technology resources, including Smartboards, teacher voice enhancement technology, Study Island, Compass, Fastt Math and classroom voting devices (CPS)	Technology			08/08/2012	05/15/2013	\$30000 - District Funding	Principal, Curriculum Coaches, Teachers

### Strategy2:

Assessment - Students are given multiple assessments throughout the school year in addition to the end of year state assessment, to monitor student achievement.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students are administered the Brigance Early Childhood Screener.	Academic Support Program			08/08/2012	09/10/2012	\$0 - No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches

### Strategy3:

SRA Reading Program - All primary teachers, itinerant teachers and para-educators are trained in the implementation of the SRA Imagine It program. The principal and the curriculum coach will monitor the program for fidelity.

Category:

Research Cited:

Activity - Reading Instructional Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program			08/09/2010	05/20/2014	\$0 - No Funding Required	School Principal, Reading Coach, Library Media Specialist, Itinerant Teachers, Para-educators

### Strategy4:

Summer Reading Program - K through 5 students are given the opportunity to participate in the summer reading program.

Category:

Research Cited:

Activity - Reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 5 students were given the opportunity to attend open library one day a week during the months of June and July, 2012. They were exposed to different reading materials and encouraged to take AR tests during this time.	Academic Support Program			06/05/2012	07/31/2012	\$0 - No Funding Required	Principal, Library Media Specialist, FRYSC Staff

### Strategy5:

Professional Development - All Cold Hill certified staff will participate in at least 24 hours of professional development throughout the school year.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in training to utilize specific strategies on using and implementing math practices aligned with the common core standards.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff, Math Coach

Activity - RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Response to Intervention (RTI) training to utilize strategies to increase classroom performance from struggling students.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff

Activity - SRA Reading Mastery PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Para-educators participated in training to utilize strategies to implement the SRA Reading Mastery program.	Professional Learning			08/08/2012	05/15/2013	\$300 - State Funds	Principal, Classified Staff

## Strategy6:

Reading Initiative - Decrease the number of students scoring below the 20th percentile on MAP assessments, and to increase the number of students scoring proficient and distinguished on the K-Prep.

Category:

Research Cited:

Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program	Academic Support Program			08/09/2010	05/15/2013	\$5000 - State Funds	Principal, Reading Coach, Teachers, Para-educators

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

## Goal 1:

Increase the averaged combined reading and mathematics K-PREP scores for elementary and middle school students from 45.4% to 73.9% by the year 2017

## Measurable Objective 1:

collaborate to increase student proficiency in reading and mathematics at Cold Hill Elementary from 45.4% to 58.2% by 05/23/2014 as

**KDE Comprehensive School Improvement Plan**

Cold Hill Elementary School

measured by K-Prep scores.

**Strategy1:**

Assessment - Students are given multiple assessments throughout the school year in addition to the end of year state assessment, to monitor student achievement.

Category:

Research Cited:

Activity - Brigance	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All incoming kindergarten students are administered the Brigance Early Childhood Screener.	Academic Support Program			08/08/2012	09/10/2012	\$0 - No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches

Activity - MAP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students are administered the MAP test three times a year to monitor student progress in the areas of reading and mathematics.	Academic Support Program			08/23/2010	05/15/2013	\$0 - Other	Principal, Counselor, Curriculum Coaches, Teachers, Para-educators

Activity - K-PREP	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3 through 5 are administered the K-Prep assessment in reading and mathematics. Fourth grade students are also assessed in the areas of science and language mechanics. Fifth grade students are assessed in the areas of social studies and on-demand writing.	Academic Support Program			04/29/2013	05/15/2013	\$0 - No Funding Required	Principal, Counselor, Certified Staff, Para-educators, District Assessment Coordinator

Activity - KELSA	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Kindergarten Early Literacy Skills Assessment. All kindergarten students are administered the Kindergarten Early Literacy Skills Assessment twice yearly to monitor student progress and mastery of early literacy skills.	Academic Support Program			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-educators, Curriculum Coaches

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - District Interim Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All students in grades 3 through 5 are given a common K-Prep-like assessment on the common core standards they have covered. This is given each 9 weeks covering standards that have been aligned to the district curriculum map.	Academic Support Program			10/10/2012	05/15/2013	\$0 - No Funding Required	Principal, Curriculum Coaches, Teachers

## Strategy2:

Reading Initiative - Decrease the number of students scoring below the 20th percentile on MAP assessments, and to increase the number of students scoring proficient and distinguished on the K-Prep.

Category:

Research Cited:

Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program	Academic Support Program			08/09/2010	05/15/2013	\$5000 - State Funds	Principal, Reading Coach, Teachers, Para-educators

## Strategy3:

ESS - Targeted students receive reinforcement of reading and mathematics skills from a certified teacher/tutor. Tutoring will help to increase MAP scores, as well as K-Prep proficiency scores

Category:

Research Cited:

Activity - Daytime Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutoring personnel are employed during the school instructional day to collaborate with regular classroom teachers to provide additional instruction to targeted students.	Direct Instruction			08/08/2012	05/15/2013	\$6500 - State Funds	Principal, Teachers, Certified personnel hired to provide tutoring services, Americorp personnel

## Strategy4:

Professional Development - All Cold Hill certified staff will participate in at least 24 hours of professional development throughout the school year.

Category:

Research Cited:

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Cold Hill Elementary School

Activity - SRA Reading Mastery PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Para-educators participated in training to utilize strategies to implement the SRA Reading Mastery program.	Professional Learning			08/08/2012	05/15/2013	\$300 - State Funds	Principal, Classified Staff

Activity - RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Response to Intervention (RTI) training to utilize strategies to increase classroom performance from struggling students.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff

Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participated in training to utilize specific strategies on using and implementing math practices aligned with the common core standards.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff, Math Coach

## Strategy5:

SRA Reading Program - All primary teachers, itinerant teachers and para-educators are trained in the implementation of the SRA Imagine It program. The principal and the curriculum coach will monitor the program for fidelity.

Category:

Research Cited:

Activity - Reading Instructional Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program			08/09/2010	05/20/2014	\$0 - No Funding Required	School Principal, Reading Coach, Library Media Specialist, Itinerant Teachers, Para-educators

## Strategy6:

Summer Reading Program - K through 5 students are given the opportunity to participate in the summer reading program.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Reading Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 5 students were given the opportunity to attend open library one day a week during the months of June and July, 2012. They were exposed to different reading materials and encouraged to take AR tests during this time.	Academic Support Program			06/05/2012	07/31/2012	\$0 - No Funding Required	Principal, Library Media Specialist, FRYSC Staff

## Strategy7:

Technology - Teachers and students will utilize available instructional technology to improve achievement.

Category:

Research Cited:

Activity - Technology Resources	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Access and implement available technology resources, including Smartboards, teacher voice enhancement technology, Study Island, Compass, Fastt Math and classroom voting devices (CPS)	Technology			08/08/2012	05/15/2013	\$30000 - District Funding	Principal, Curriculum Coaches, Teachers

## Goal 2:

Cold Hill Elementary primary students will increase 3rd grade mathematics and reading proficiency scores as measured by the K-PREP assessment.

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7% in Mathematics by 05/15/2013 as measured by the K-PREP assessment..

## Strategy1:

Math Initiative - Students will improve 3rd grade math K-Prep scores by receiving specific skill level instruction.

Category:

Research Cited:

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Student Specific Mathematical Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour mathematics flexible grouping. Math groups allow students to be grouped according to their RIT scores with smaller numbers of students. Additional support is provided to students needing additional assistance, utilizing Americorps personnel and para-educators. Specific skill level instruction will be administered in each math group.	Direct Instruction			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-Educators, Math Coach

Activity - Textbook Alignment With Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction			01/07/2013	05/15/2013	\$8500 - State Funds \$11000 - Title I Part A	Principal, Math Coach, Teachers

Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to utilize the new Envision textbooks, aligned with the common core standards.	Professional Learning			01/07/2013	05/15/2013	\$300 - State Funds	Principal, Certified Staff

## Strategy2:

Reading Initiative - All primary teachers, itinerant teachers and para-educators are trained in implementing the SRA Imagine It program and reading mastery. Principal and curriculum coach will monitor for fidelity.

Category:

Research Cited:

Activity - Reading Mastery Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All K through 3 students scoring below the 20th percentile on the MAP assessment will receive an additional hour of reading instruction using the reading mastery program.	Academic Support Program			08/09/2010	05/15/2013	\$1000 - State Funds	Principal, Reading Coach, Teachers, Para-educators

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

Activity - Reading Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Direct Instruction			08/09/2010	05/15/2013	\$5000 - Title I Part A	Principal, Reading Coach, Certified Staff, Classified Staff

The school identified specific strategies to address subgroup achievement gaps.

### Goal 1:

Increase the averaged combined reading and mathematics K-PREP scores for elementary and middle school students from 45.4% to 73.9% by the year 2017

### Measurable Objective 1:

collaborate to increase student proficiency in reading and mathematics at Cold Hill Elementary from 45.4% to 58.2% by 05/23/2014 as measured by K-Prep scores.

### Strategy1:

SRA Reading Program - All primary teachers, itinerant teachers and para-educators are trained in the implementation of the SRA Imagine It program. The principal and the curriculum coach will monitor the program for fidelity.

Category:

Research Cited:

Activity - Reading Instructional Block	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Primary students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour reading workshop. Workshop time allows students to be grouped according to their RIT scores with smaller numbers of students. Specific skill level instruction will be administered in each individualized workshop.	Academic Support Program			08/09/2010	05/20/2014	\$0 - No Funding Required	School Principal, Reading Coach, Library Media Specialist, Itinerant Teachers, Para-educators

### Strategy2:

Professional Development - All Cold Hill certified staff will participate in at least 24 hours of professional development throughout the school year.

Category:

Research Cited:

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Cold Hill Elementary School

Activity - RTI Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers participate in Response to Intervention (RTI) training to utilize strategies to increase classroom performance from struggling students.	Professional Learning			08/08/2012	05/15/2013	\$250 - State Funds	Principal, Certified Staff

## Goal 2:

Cold Hill Elementary primary students will increase 3rd grade mathematics and reading proficiency scores as measured by the K-PREP assessment.

## Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7% in Mathematics by 05/15/2013 as measured by the K-PREP assessment..

## Strategy1:

Math Initiative - Students will improve 3rd grade math K-Prep scores by receiving specific skill level instruction.

Category:

Research Cited:

Activity - Student Specific Mathematical Concepts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Third grade students will participate in a two-hour instructional block consisting of one hour whole group instruction and one hour mathematics flexible grouping. Math groups allow students to be grouped according to their RIT scores with smaller numbers of students. Additional support is provided to students needing additional assistance, utilizing Americorps personnel and para-educators. Specific skill level instruction will be administered in each math group.	Direct Instruction			08/08/2012	05/15/2013	\$0 - No Funding Required	Principal, Teachers, Para-Educators, Math Coach

Activity - Textbook Alignment With Common Core Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and teachers will utilize the new Envision text books aligned with common core standards.	Direct Instruction			01/07/2013	05/15/2013	\$8500 - State Funds \$11000 - Title I Part A	Principal, Math Coach, Teachers

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Activity - Mathematical Practices PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in training to utilize the new Envision textbooks, aligned with the common core standards.	Professional Learning			01/07/2013	05/15/2013	\$300 - State Funds	Principal, Certified Staff

### Goal 3:

Cold Hill Elementary will increase the averaged combined reading and mathematics K-PREP proficiency scores for all students in the non-duplicated gap group from 34.5% to 71.9% by the year 2017

### Measurable Objective 1:

100% of All Students will demonstrate a proficiency increase in the average combined reading and mathematics scores by 5.7%. in Mathematics by 05/23/2014 as measured by the K-PREP assessment.

### Strategy1:

RTI - Response to Intervention (RTI) involves specific strategies utilized to increase classroom performance from struggling students.

Category:

Research Cited:

Activity - Response to Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Response to Intervention (RTI) involves intervention strategies that are utilized to assist those students scoring in the bottom 10% of each grade level.	Direct Instruction			09/05/2012	05/15/2013	\$1000 - State Funds	Principal, Teachers, Curriculum Coaches, Special Education Staff, Counselor

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

### Goal 1:

Program Review--Arts and Humanities

### Measurable Objective 1:

collaborate to increase our school's Arts and Humanities average overall score from 5.4 to 7.0 by 05/16/2014 as measured by the Program Review State Report.

### Strategy1:

Professional Development - Professional development will be provided to Arts and Humanities teachers and to regulat education teachers in hopes to provide teachers with methods of providing students with access and opprotuniy to Arts instructional throughout the instnctional

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

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Category:

Research Cited:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development will be provided to Arts and Humanities teachers that keeps them abreast of best practices.	Professional Learning			08/05/2013	12/19/2013	\$500 - School Council Funds	Arts and Humanities teachers, District Academic Support Staff, School Administrator.

## Goal 2:

Program Review --PLCS

### Measurable Objective 1:

collaborate to increase our school's PLCS average overall score from 3.6 to 7.0 by 05/16/2014 as measured by the Program review State Report.

### Strategy1:

Curriculum and instruction - All students will have equitable access to high quality, rigorous health education, consumerism education and career education curriculum.

Category:

Research Cited:

Activity - Consumerism Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will apply core academic skills such as math and reading to solve real world problems and consumerism will be routinely integrated into the school curriculum	Academic Support Program			08/19/2013	05/16/2014	\$500 - School Council Funds	Counselor, Regular and Special Education teachers, School Administrator

Activity - Health Education	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Health education curriculum is integrated and includes opportunities for cross-disciplinary connections.	Academic Support Program			08/19/2013	05/16/2014	\$500 - General Fund	Counselor, School Nurse, Regular Education Teachers, Physical Education Teacher

## Goal 3:

Program Review--Writing

# KDE Comprehensive School Improvement Plan

Cold Hill Elementary School

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## Measurable Objective 1:

collaborate to increase our school Writing Average overall score from 5.4 in 2013 to 7.0 in 2014 by 05/16/2014 as measured by the Program Review State Report.

## Strategy1:

Vertical Planning - Teachers from all grade levels will work together to insure that the writing plan for Cold Hill Elementary is being implemented effectively.

Category:

Research Cited:

Activity - Program Review Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Program review committee will be established and will break into sub committees one of which is to discuss the implementation of the writing policy across grade levels.	Policy and Process			08/19/2013	05/16/2014	\$0 - No Funding Required	Program Review committee consisting of teachers from each grade level, school administrators.